

INDIANA NUMBER

Public Libraries

(MONTHLY)

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February, 1899

No. 2

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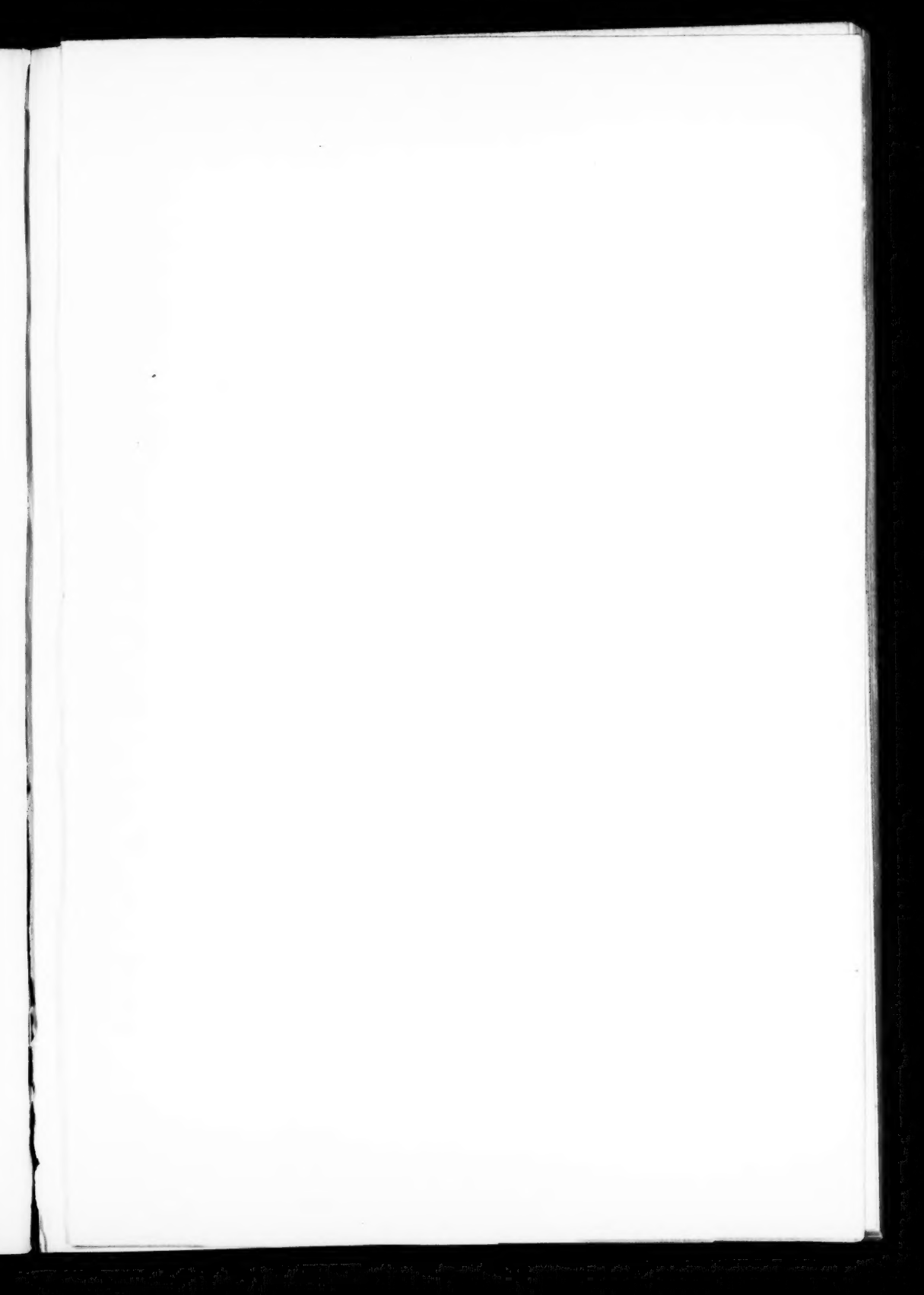
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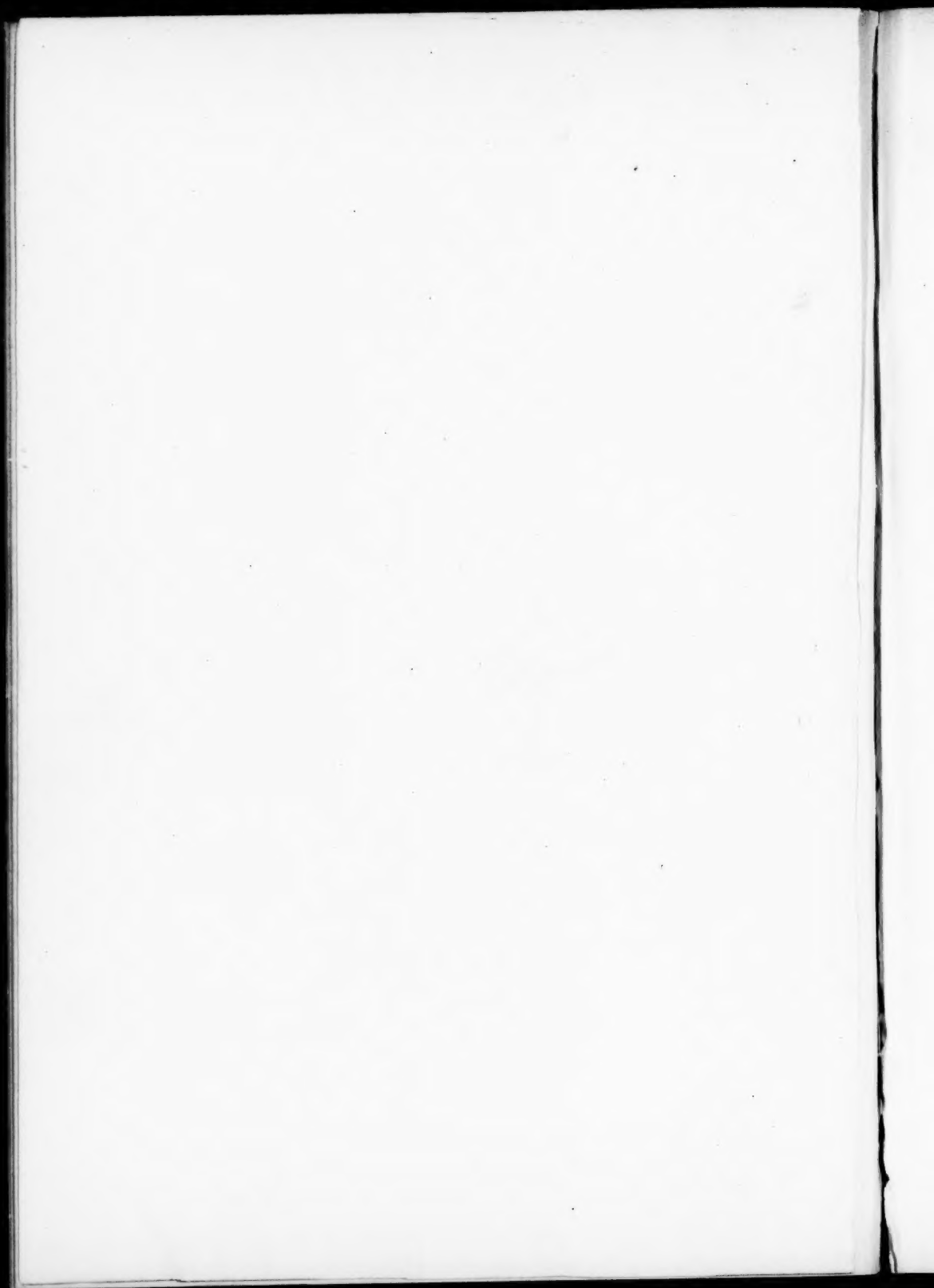
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Public Libraries

(MONTHLY)

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The School Library in the School-room

Mary Crowell, Dayton, Ohio

The Dayton public library has established a department for the special use of the children in the public grammar schools from the fourth grade up.

The books of this library are kept at the main building in a collection separate from the other departments for general circulation to the public, and, during the school months, is open only to the teachers to draw for distribution to the children of their respective rooms. Thus the teacher becomes a sub-librarian, and into her hand is given the power to choose to a very great extent what, if anything, shall be the mental food and recreation of the children in the hours when they are not under her direct supervision in the schoolroom. After the books have been selected and delivered in the bookcases from the main library, and they have been checked up with the charging slips sent with them, some one of the children who is neat and trustworthy is selected to look after them, reserving to the teacher, however, the first distribution to the pupils.

When the books are brought from the school library to the room the children are all very anxious to get to the bookcase and select their books, but as we are only allowed one-half as many books as we have pupils, the question is asked, Who may have them first? As the books are somewhat of a pleasure, and must be used as an incentive and reward, it seems fairer to allow to those

who have shown the greatest diligence in getting their lessons the privilege of first choice when the books come. This year in my class there are 42 pupils, so only 21 books were allowed. As soon as the books arrived the children were so eager to have them that I took the charging book at once and decided to commence at the head of the class to give them out. Of course they reached the first and better half of the class. The rest were just as anxious for them as the brighter pupils, but they must wait until the books are returned. The boys and girls watch eagerly for the return of the books by their companions, and as soon as they are seen returning one, they immediately leave their places and take the book (if it is one they have not read), so the books are rarely seen upon the library shelves.

After the first time the books are charged, the pupil whom I select to do the charging must mark the date when given out, and see that they are brought in at the end of seven days and in proper condition; anything to the contrary must be reported at once. As a rule the children are particular to bring them in at the expiration of the allotted time, and also in good condition; that is, they are careful to keep them clean, not tear them, nor turn the corners of the leaves to mark their places. When they do not, the fact is noted and the privilege of drawing books from the library is taken away for a short time, or until it is known that more care will be exercised in the future. This is done because there is no other way of cor-

recting this habit. The pupils are generally sorry for this loss, and often ask for the restoration of their privilege. To show how anxious they are about their books being in at the right time, I can relate numerous cases where the children after reaching school will come of their own accord and tell me that they have a book which is due and which they have forgotten to bring, and ask if they may please go home and get it. They will even ask to lose their recess time to go for a book, and several times I have had them ask if they might return after the evening dismissal. It teaches the children to be prompt and also helps the memory, for the next time they are not apt to forget.

Books and pictures are very useful in discipline. When the pupils that are quick with their lessons get through with them, and the teacher is busy with other classes, if they have nothing to occupy their time they are apt to get into mischief. Give them the right to go to the table or bookcase and select something they want to read or look at, they will do so quietly, return to their places, and will not require attention from the teacher. This right is very seldom abused.

The good effect that the school library has had upon the children and parents during the few years of its existence has been very pleasing and satisfactory. The parents take as much interest in the books as the children. They want to read them and ask the children to bring them home certain ones that they may have that opportunity. In this way other members of the family are reached, and their standard of reading will gradually be raised as a result of reading from a library selected with special care. Note the following facts in regard to this library. There has been a circulation of 38,000v. during 12 school months. It has proved very successful in reducing the number of poor books of unhealthy tendency, which the children constantly drew from the general library.

In two of my classes, numbering 87, only four read books from both libra-

ries (the general and the school department). The parents of 57 of these children read the books taken home; 37 of the children said that discussions were often carried on as to the relative merits of the books. This is only a statement from two classes of the good work being done. What must be accomplished in the thousands of families among which the books are circulating?

This library has proved a source of comfort to the children living in the districts located a great distance from the center of the city. There are many things which sometimes make it impossible for them to go to the main library. When they do go they do not know the best books to select, and as a consequence they carry home all kinds of literature, good, bad, and indifferent.

The school library has changed all this; every child in the city has the advantage of getting books without any inconvenience to himself, and the parents rest easy in the knowledge that the child will have access only to books of the better sort.

As a result of reading good books the children are acquiring a taste for good literature, useful knowledge, the imagination is being developed, their vocabularies are being enriched, great improvement is noticeable in their language work, and they are becoming well informed on many subjects.

This excellent work has not only helped the children, but has been the means of taking good books into hundreds of homes where good literature was scarcely ever found. It has given all the members of the family the chance to read interesting and instructive books which they would not get in any other way, for many would never get them of their own accord from the library. When children are very much interested in certain stories, and talk of this or that hero or heroine, to whom they have taken such a liking, it arouses the curiosity of the older members, and creates in them a desire to know more of these people about whom the children are so excited; so they read the book to find out the reason why the

children have been so fascinated. In some cases the children tell some interesting story to the parents, so when the next book is brought home they either want to read the book or hear the story told by the child.

The grand work of establishing this school library which has already accomplished so much good, and which will keep on doing so, has been given to us through the earnest efforts of our librarian, Miss Doren, and to her we teachers, parents, and children owe our thanks.

A Classification of Psychology

Juul Dieserud, librarian Field Columbian museum, Chicago

Among the new subjects pressing for recognition at the hands of the classifier, certainly none has a better title to its claim than the science of anthropology. Whole museums and departments of museums, institutions and societies are devoted to it, and the United States bureau of ethnology has at last, as it would seem, successfully drawn the boundary lines of the new science. It comprises, according to what is at least the American view, a complete study of the genus homo, his body and his mind, his relations to the rest of the animal kingdom, and the varieties or species composing the genus (phylogeny and ethnography), besides archaeology and demology or ethnology, which last borderland leads to sociology.

This being the case it would seem as if the librarian cannot long postpone the acknowledgment of the fact and the consequent revision of his classification. It is evident that any arrangement that does not provide for every important subject, or place it where it belongs according to the most enlightened minds of the age, is a fruitful source of misinformation among the patrons of a library. A librarian who nowadays persists in referring his readers to biology for books on archaeology, to philosophy for psychology, or to the useful arts for human physiology, fosters and maintains illogical and an-

tiquated ideas, a serious thing for a propagator of knowledge to do.

As already mentioned in this journal I have prepared a decimal classification for anthropology, and today submit to the readers that part of it which treats of psychology. Anthropology covering 500-600 in my scheme, psychology would be 530-539. Its chief merit, if it has any, is the application of modern technical terms. Psychology is of course today a science, since it has adopted scientific methods, and it has at present just as much or as little to do with philosophy as any other science. It is a single science, and a classification that splits it up in two parts, one called mind and body and another mental faculties, is at this day not up to date, to state it mildly. The expression, mind and body, which survives even in so creditable a work as the A. L. A. list of subject headings, is an extremely bad term, as it unconsciously gives support to the now odious supposition that there is a well-defined part of mental phenomena which has nothing to do with the human body. Physiological psychology, besides being a modern term, conveys no such idea.

I do not flatter myself with the belief that mine is an ideal classification, but I modestly think that it is an improvement on any I have yet seen. Hints and criticism will be thankfully received either privately or through the medium of this journal.

530-39. Psychology.

- .02 Text-books, etc.
- .1 Theories of essence of mind.
- .11 Materialism.
- .12 Dualism.
- .13 Monism.
- .14 Mind stuff-theory.
- .15 Soul.
- .16 Ego.
- .2 Comparative psychology.
- .3 Evolution of the mind.
- .4 Juvenile psychology, or Pedagogic anthropology.
- .5 Racial psychology.
- .6 Influence of sex.
- .7 Influence of surroundings.
- .8 Heredity.
- .9 Genius.
- 531. Sensation.
- .1 Muscular.

- .2 Touch.
- .3 Taste.
- .4 Smell.
- .5 Hearing.
- .6 Vision.
- 532. Physiological psychology.
 - .1 Brain localities.
 - .2 Psychometry.
 - .21 Psycho-physics.
 - .22 Weber's law.
 - .23 Fechner's law.
 - .24 Duration of mental acts.
 - .3 Physiognomy.
 - .4 Phrenology.
 - .5 Palmistry.
- 533. Memory.
- 534. Instinct and habit.
 - .1 Instinct.
 - .2 Habit.
- 535. Intellectual and cognitive faculties.
 - .1 Perception.
 - .11 Perception of time.
 - .12 Perception of space.
 - .13 Perception of reality.
 - .14 Perception of motion.
 - .15 Perception of cause.
 - .2 Attention.
 - .3 Consciousness and self-consciousness.
 - .31 Consciousness.
 - .32 Self-consciousness.
 - .4 Conception.
 - .5 Discrimination and comparison.
 - .6 Association.
 - .7 Imagination.
 - .8 Judgment.
 - .9 Reasoning.
- 536. Emotional and active faculties.
 - .1 Feeling.
 - .11 Pleasure and pain.
 - .12 Sense feelings.
 - .13 Emotions.
 - .2 Temperaments.
 - .3 Desire.
 - .4 Will.
 - .5 Esthetic sentiment.
 - .6 Ethic sentiment.
- 537. Sleep, dreams, etc.
 - .1 Sleep.
 - .2 Dreams.
 - .3 Somnambulism.
 - .4 Suggestion.
 - .5 Hypnotism.
 - .6 Spiritualism.
 - .7 Second sight and divination.
- 538. Mental pathology.
 - .1 Mnemonic derangements.
 - .2 Sickness of the will.
 - .3 Double personality, etc.
 - .4 Criminal psychology (Kleptomania, etc.).
 - .5 Hypochondria.
 - .6 Catalepsy.
 - .7 Ecstasies.
 - .8 Hallucinations.
 - .9 Insanity.
- 539. Mental Hygiene.

The Fisk Free and Public Library

Louise B. Krause, New Orleans, La.

In view of the fact that the next annual conference of the A. L. A. will be held in a southern state, the attention of many librarians will probably be directed in the coming year to the progress and needs of library work in the south. The southern states have not in the past been particularly active along this line, but there are signs of an awakening, and the south is destined to be heard from in the library world. One of the new and progressive libraries of the south is the Fisk free and public library, of which so little is known in the north that a brief sketch of its history and work may be both interesting and instructive to the readers of PUBLIC LIBRARIES.

The Fisk free and public library is the outcome of the union of two previously existing libraries in New Orleans: the Lyceum library, which circulated its volumes only among life members and teachers in the School Board schools, and the Fisk library, which existed for reference purposes only, but loaned books to a few students.

Early in 1895 the city council took steps to provide a building for the reception of these two libraries. The Court building on Lafayette square was selected for this purpose, and the libraries were given over to the entire control of the city in 1896. The newly appointed library board met for the first time in December, 1896, transacted the necessary business for the equipment and organization of the newly formed library, and the reading room was opened to the public Jan. 18, 1897. William Beer had consented to assume the duties of librarian in addition to his duties as librarian of the Howard memorial library, and it is due to his energy and able executive ability that the library owes its rapid and successful organization.

The present income of the library is derived from the Fisk endowment, the rental of stores on the ground floor of

the library building, and an annual appropriation, the amount of which is determined by the city council. This appropriation was \$1500 the first year and \$7000 the second year. It is hoped, however, that the annual appropriation will increase yearly as the library demonstrates its value to the city.

The number of volumes received from the two libraries was about 28,000, each library contributing about one half of this number, which contained a duplicate set of 3000 public documents, and many volumes so worn out that they were only fit to be discarded. This number was reinforced by 8000v. of high class fiction, which included a large per cent of French fiction, and about 300 children's books. At present the library numbers about 32,000 working volumes.

The method of organizing this library cannot fail to be of interest to those called upon to handle a similar problem. It might be well to note first in this connection, that the great need of New Orleans was a free circulating library; its reference needs being amply supplied by the Howard memorial library, which, under the administration of Mr Beer, paved the way for the public library movement. It therefore was important that the circulation of the newly formed library begin as soon as possible. It has been noted that the reading room was opened on Jan. 18, 1897, about a month after the first board meeting. Here are found 180 of the best current periodicals, American, English, French, German, and Italian publications being represented. Thirty daily papers are also taken, London, Paris, and Berlin each being represented by a leading daily. Two months after the opening of the reading room a temporary finding list of fiction appeared, and the fiction of the library was put into circulation. Up to the present time no effort has been made to circulate the other classes, although there is at present a circulation of about 10 per cent non-fiction. The librarian's plan in making fiction prominent has been to obtain for the library a large number

of card-holders, and to familiarize them with the method of drawing books, thus paving the way for subsequent work. A classed finding list of the library, the abridged D. C. being the system used, is now in progress. As classes are completed they are printed and posted in the library for the use of the public. Lists of recent accessions and works on a particular subject have appeared from time to time in the daily papers. These have been cut out and mounted on card-board. Some of the lists of new books have been printed on single sheets and sold for a small sum. Type-written lists have also been prepared for consultation by the public.

It is the intention of the library to circulate practically all of its volumes. Bound periodicals and those over two months old are allowed to circulate, and valuable works may be drawn by making a deposit. The number of card-holders up to date is 7000, and the average monthly circulation, one book on a card, is 6800v. for home use, and 500v. for reference use. The highest daily circulation on record is 411, the lowest 150. Owing to climatic conditions the circulation during the summer months is much less in proportion than in our northern libraries. The library is open from 9 a. m. to 9 p. m. week days, and Sundays from 1 to 6 p. m. The staff consists of the librarian, who gives half time, six assistants, one boy and two janitors. The library at present occupies the second floor of the building selected by the city for its use, and formerly known as St Patrick's hall. The hall, which occupies the second floor of the building, has a floor space of 80x180 feet. The entrance doors are in the center of the south side of the hall. There is also a room of 1200 square feet used as a reading room for ladies and children. A gallery having an area of 7200 square feet surrounds the hall on three sides. Opening from the west end 6500 square feet are set off by a low railing and form the book room, allowing ample space also for the work of the staff. The librarian's desk is also within this inclosure. At the south-

west corner of this improvised book room, the point nearest the entrance doors, is found the loan desk, which commands a view of the entire room and of the doors of the adjoining rooms. Between the south railing of this book room and the south wall of the hall is a large space furnished with tables, and used by the public for consulting finding lists and preparing call slips.

The remainder of the hall which lies in front of the loan desk is used for reference and periodical reading rooms.

Here are found modern library equipments, oak reading tables with reading lamps, rubber socked chairs, as the floor is bare except for strips of matting, a case of well-selected reference books, five newspaper reading desks and three periodical racks. There is a seating capacity of over 100, with plenty of room for additional tables and chairs when necessary. The walls are adorned with a few suitable pictures, notices regarding the use or misuse of the library, and a bulletin board near the entrance.

The ladies' and children's reading room, of which mention has been made, contains reading tables and a periodical rack, in which are placed special educational periodicals for the use of teachers, also a number of children's periodicals.

The gallery is not at present used except for storage purposes, and in a southern climate, where little artificial heat is necessary, it avoids the objection of being overheated, and therefore injurious to books shelved in it. The librarian has large plans for the future when the necessary funds are available. These plans are for special study rooms in the gallery for the use of teachers and pupils, generous loans of books to the schools, a children's reading room on the ground floor of the building, and three delivery stations in suitable districts of the city.

This library possesses the all-important grace of hospitality, which welcomes the questioning stranger or timid inquirer in such a manner as to leave a most pleasant impression of the Fisk free and public library.

Too Many Organizations

The best work in the world sometimes suffers from having too many instruments for its accomplishment. There is great danger at the present time in many of the states of too much centrifugal action in educational matters considered in the broad and only true sense, including not only elementary and high schools, colleges, universities and professional and technical schools, but also the equally important group of agencies for home education, libraries, museums, study clubs, extension teaching, and tests and credentials. The ideal organization is more nearly shown in New York than elsewhere, where, under the title of University of the State, these interests, except the elementary schools, are massed together in a department entirely out of politics. In many states library commissions are springing up to do work that ought to be done by the state library, and usually wisely, for in most cases the state library is in the control of persons with no interest and who would have no efficiency in the modern work. But the remedy ought to be to put new men and new life into the state library and let it do its proper work instead of creating new institutions. Where this is impracticable, the separate commission is infinitely better than nothing, but it ought to have in mind consolidation at the earliest practicable day with the state library.

Then, in many states there is a separate law library and a university library owned by the state, and in some, like Wisconsin, a historical library, which is properly the historical department of the state library. Add to this the state university, with its independent board of regents, and the state department of education, and we get from four to eight times as many different bodies, working on the same general problem, as would be advised by any experienced man who wished to accomplish the best results with a given expenditure of time and money. It would be foolish to let our sound theories override practical considerations in such cases, and we

must get the needed work done as we can if we cannot secure it as it ought to be. But every worker in these fields ought to bear in mind the lesson of the successful business and other corporations which increase efficiency, reduce expenses, and in every way strengthen themselves by consolidating and eliminating useless administrative machinery. These various departments all have the general end of education for the people of the state. As long as they are under separate heads there is sure to be less of coöperation and more of possible friction, with a considerable waste in practical administration. The two things that are most important now are to get education in all its phases dissociated entirely from practical politics, and to consolidate the educational interests of each state into the smallest practicable number of bodies.

MELVIL DEWEY.

In Regard to Reading

Sherman Williams, Supt. of Schools, Glens Falls, N. Y.

The average child can easily be led to enjoy the best literature. All that is necessary is that he shall have a fair chance to get, at different periods of his life, good literature, suited to his maturity of mind, and as much attention given to the matter as is given to his education in other respects. The character of school reading books, until very recently, has been a great obstacle, and even now most of the lower books are filled with words only, mere twaddle, that cannot possibly interest a child. There can be no success in the training of a child in any subject unless he is interested in the work. He need not necessarily love it for its own sake, but he must be interested in it, either because he loves it, or because of the results that will follow the work.

One of the mischievous results of the average reading is that it introduces new words so slowly that the child has no chance to acquire a good reading vocabulary quickly. He should, of course, acquire his reading vocabulary much

more rapidly than he did his speaking vocabulary, but he does not, and because he does not have a fair chance to do so.

It is a great mistake to suppose that long words cannot be added to a child's reading vocabulary as readily as short ones. He will learn "butterfly" as soon as "cat." It is not the length of the word, but the occasion to use it, that determines its difficulty. One of the most pernicious things imaginable is the retelling of old stories in simple language, especially stories told in words of one syllable. When a child is ready for a story it will be found that the author has told it in a more satisfactory manner than any "editor" will be able to do.

It is the thought, not the words, that chiefly determines the difficulty of an article.

Pupils who have been in school three years will ordinarily be good readers if they have had a fair chance to learn, but if their reading has been confined to the ordinary first, second, and third readers, they will have had new words introduced so slowly that they will not, ordinarily, be good readers unless they have done a good deal of reading out of school; in other words, learned to read in spite of the school and not because of it.

Just as soon as the pupils know a few words their reading should be literature, not mere words. Readers should be made to meet this need. Children would then learn to love literature as easily and naturally as they learn to walk.

They should early learn to use reference books, and should be encouraged to form little libraries of their own. The matter read in school should include an occasional selection beyond the thought of the average member of the class, so as to stimulate the brighter pupils and test the ability of all.

The annual meeting of the Illinois State library association will be held at Champaign, February 21-22. Programs and full notice will be sent out in a few days.

Practical Hints on Organizing

Zella Frances Adams, M. L. (Northwestern University), Evanston, Ill.

CLASSIFICATION—*Continued.*

The D. C.

Survey of the System.—A clear idea of the decimal classification can best be obtained from the author's own explanation, which is given at the beginning of his work, and from which the following quotation is taken:

The field of knowledge is divided into nine main classes, and these are numbered by the digits, 1 to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes, are marked naught, and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having naught in place of the division number. Divisions are similarly divided into nine sections, and the process is repeated as often as necessary. Thus 512 means class 5 (natural science), division 1 (mathematics), section 2 (algebra), and every algebra is numbered 512.

In the introduction the author gives a brief history of the development of the system, and other information of interest and value. Special attention should be paid to Suggestions to users, on pages 25 to 29.

Following the introduction is the First summary, a table showing the 10 classes, which are as follows:

- 0 General works.
- 1 Philosophy.
- 2 Religion.
- 3 Sociology.
- 4 Philology.
- 5 Natural science.
- 6 Useful arts.
- 7 Fine arts.
- 8 Literature.
- 9 History.

On the next page is the Second summary. This adds the nine divisions under each class. Then comes the Third summary, which occupies 10 pages, and gives a view of the nine divisions, with the nine sections under

each. This summary carries the classification to three figures, the numbers being distributed as follows:

- 000-099 General works.
- 100-199 Philosophy.
- 200-299 Religion.
- 300-399 Sociology.
- 400-499 Philology.
- 500-599 Natural science.
- 600-699 Useful arts.
- 700-799 Fine arts.
- 800-899 Literature.
- 900-999 History.

The complete tables, with sub-sections, occupy the body of the book. These contain full information in regard to subjects included in each class. All numbers added for sub-sections are separated from the first three figures by a decimal point.

The Relativ index, consisting of 20,000 subject headings, with class number for each, follows the complete tables. It may be used to verify numbers already assigned, or, after becoming familiar with the system, in obtaining class numbers directly. The index is preceded by directions and explanations.

Its Application.—Having looked through the book and obtained a general idea of its arrangement, the user should turn again to page 25 and study the suggestions given. A working knowledge of the system can be most quickly gained by selecting some book whose subject-matter presents no special difficulty, and proceeding to classify it. Take, for example, Longfellow's poems. A glance through the First summary of the D. C. will show that it belongs to class 8, literature. In the Second summary there will be found under 800—literature—nine divisions, as follows:

- 810 American.
- 820 English.
- 830 German.
- 840 French.
- 850 Italian.
- 860 Spanish.
- 870 Latin.
- 880 Greek.
- 890 Minor languages.

It is plain that the book is American literature, and 810 the number required. Now turn to the Third summary, and note the sections under 810. These are:

811	American poetry.
812	" drama.
813	" fiction.
814	" essays.
815	" oratory.
816	" letters.
817	" satire, humor.
818	" miscellany.
819	

The book is evidently poetry, and its class number is 811. To carry the classification still farther, look up 811 in the complete tables, and there may be found Longfellow's full number, 811.34.

It is not desirable to use the full number in small libraries, but reference to the full tables verifies the work already done. For still further confirmation the Relative index may be consulted. Here again, under Longfellow's name his full number is given. With so many aids and safeguards there is small chance of making a mistake, providing the classifier is sure of his subject. On page 26 there are some helpful suggestions concerning methods of determining the subject of a book.

If, as suggested above, the class number is limited to three figures, all poetry by American authors will fall in class 811, and the works of each author must be distinguished by an author-mark. This mark is assigned from the Cutter author table, as explained for fiction. Thus the complete call number for Longfellow's poems is 811 L86; for Bryant's, 811 B84; for Whittier's, 811 W61, etc.

In preparing labels for the backs of books, write the class number just above the book number.

An examination of the Third summary for literature will show that the heads for the first eight sections are the same for all languages except the Latin and Greek, which vary but slightly, and class numbers are as easily found for the literature of other languages as for the English language.

The fiction numbers need not be used. It is much simpler, as stated in a previous chapter, to put all fiction in one class, regardless of language.

In history it is sometimes best to use four figures for the class number. For instance, in Motley's *Rise of the Dutch republic*, 949.2 is more definite than 949, which applies to all the minor countries of Europe.

Likewise in geography and description, five figures are frequently used. An example of this is Thoreau's *Maine woods*, the class number for which is 917.41. This number is more satisfactory than 917 alone would be, as the latter applies to the whole of North America.

Special Libraries.—Libraries generally have considerable Shakespeare literature, consisting of various editions of complete works, separate plays, biographies, criticisms, etc. In order to keep these together, it is a good plan to make what is called a special library for Shakespeare. This is done simply by giving all works by him, or concerning him, his class number, 822.33. Each different work must receive also its book number, obtained from editor, author, or title—whichever distinguishes it best. For example, Dyce's edition of Shakespeare is 822.33 D98; Hudson's *Life, art and characters of Shakespeare* is 822.33 H86; a separate copy of *Macbeth* is 822.33 M12.

Books intended for reference only, and not for general circulation, should also form a special library. These books are classified in the usual manner, but receive in addition to class and book number the word *reference*, or the abbreviation *ref.* written on the book plate.

Books are arranged on the shelves numerically according to class numbers, and under each class alphabetically according to authors. Fiction and biography being most frequently called for are usually placed near the charging desk. For reference books a convenient corner is reserved, where they may be easily consulted.

Public Libraries

(MONTHLY)

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PUBLIC LIBRARIES does not appear in August nor September, and 10 numbers constitute a volume.

WE wish to acknowledge our indebtedness to the New York state library school for the preparation of the index to Vol. 3 of PUBLIC LIBRARIES. While its preparation delayed the appearance of the January number somewhat, the index reached those who bind their magazines at the close of the year.

In the flood of enthusiasm which surrounds the work of a librarian in these latter days, there seems to be some danger that the possession of this quality may be taken for more than its real value in the sum of preparation. This is particularly true in regard to the preparation which is received in the short-term library classes. There is quite a class of young people who have had from five to eight weeks' study in these classes who are entering into active competition with the more advanced students in the work, and even in some cases with those who have spent years in service and training. Would it not be expedient for the good of the profession to limit the privileges of these short-

term classes to those already engaged in the work, but who for any reason desire to give a little time to regular study of the work? So far these classes have been conducted generally by those who have a professional standing of some note, and it sounds rather plausible to the unwary when one says he has taken a course of instruction under Mrs A or Mr B, well-known names in the library field. It leaves rather an unpleasant task in the hands of some to make it plain to these would-be library workers, and to library boards who are asked to employ them, that their claim to be prepared to enter on active service is a questionable one.

DURING the Christmas recess the American historical association held its annual meeting at New Haven. The gathering was of uncommon interest, as the Economic association held its sessions in the same city at the same time. The associated historians now number 1200, and with \$12,000 of sound securities in the treasury, two important advances are scored. First, the American historical review is adopted as the organ of the association, and is sent to members without extra charge. As the annual dues of the body are but \$3, this should lead to a large accession of new members among librarians and libraries. Second, part of the income is to be devoted to printing historical mss. of importance, beginning, very probably, with the letters of John C. Calhoun.

At this annual meeting in New Haven, the American historical association appointed J. N. Larned, R. G. Thwaites, W. E. Foster, A. Howard Clark and George Iles as a Bibliographical commission to advise the executive council with reference to various bibliographical projects that may be submitted to the association, and also to coöperate with the American Library Association on matters of common interest to the two societies. If this action is followed by bodies similar to the associated historians it will mean much in advancing the aims of the A. L. A. in providing "the best reading for the largest number at the least cost."

The occasion afforded an opportunity to enlist new contributors for Mr Larned's forthcoming Bibliography of American history. This guide grows under his hands, and may comprise as many as 1800 titles. In the book edition there may be included references to noteworthy magazine and review articles, reports, proceedings, and the like, all of value and interest to the historical student.

More than once at New Haven there was inquiry as to the revision and reissue of the Readers' guide in economics. Prof. A. B. Hart, of Harvard, declares that he has reason to bless the little book every week that he lives—although as it was published in 1891 it is sadly out of date.

NOTHING better has been or can be said concerning the appointment of a librarian of the Congressional library than the following from the New York Tribune:

That the late John Russell Young made a success as librarian of Congress is admitted by nearly everyone, including the professional librarians and other educators who so strongly opposed his appointment. But the satisfaction he gave was not due to his previous training as a journalist, but rather to his fine executive ability and the good judgment he exercised in choosing many of his assistants. It was a perilous thing to place the foremost library of the country in charge of a newspaper man absolutely without experience in executive library management; but in this one case it seems to have been without detriment to the literary public, and even to its advantage.

Admitting all this, the fact still remains that the position demands not merely an able man, whether politician or newspaper man or lawyer, but the ablest professional talent in the field. Now that the place must again be filled, why not seek out the foremost professional librarian in the country to occupy it? The time has gone by when a politician, no matter how able, or a journalist, no matter how successful, or an

author, no matter how brilliant, should be placed in such a position, if these are his only qualifications. Altogether apart from recognizing librarianship as the profession which it has come to assume, the interests of the public demand that the government should secure the very best man, educated, trained and experienced, to administer its national library.

When preparation was being made to reorganize the Library of Congress, the joint congressional committee on the library properly called on several of the leading members of the American Library Association to give their views on the changes necessary to meet the new conditions . . . Drawing on their wide experience in library administration, they made many valuable recommendations, some of which have been incorporated in the expanded plan for administering the Congressional library. At this juncture it seems entirely feasible to secure the services of one of these eminent men, or another equally prominent in the library world, not simply to give a few suggestions, but to administer permanently the library along the lines of the latest library methods and in keeping with the requirements of a truly national institution.

ATTENTION is called to the outline for the next meeting of the Library section of the N. E. A., as prepared by the committee, in another column of this number. It is a matter of congratulation that the committee in charge of the program is earnestly at work, and has prepared already the lines along which the discussions will move. PUBLIC LIBRARIES was first in the field in urging the formation of this section, has labored zealously, as far as permitted, for the success of its object, and still believes that if the purposes for which the section was formed be the first consideration in the minds of those charged with their attainment, that the Library section of the N. E. A. will be one of the most potent factors in the educational movement.

Best Novels of 1898

Mrs Lina Brown Reed, Minneapolis public library

The following titles of books of the past year are offered as a select list of the newest fiction which the present reviewer has had an opportunity of reading. One hesitates to prefix the rather arbitrary term "best" to a selection of this kind made by a single hand from a branch of letters so varied in its choice of subjects, and governed by such flexible literary canons as the art of fiction is at present. It is thought that the following list probably includes all of the best, for literary treatment and dignity of theme, especially of the novels of character, which the year has seen. When it comes to the lighter stories of incident and adventure, there may easily be a supplementary opinion to the one herein recorded. At all events, the list is sufficiently varied to show that there is no need of accepting anything that is dull, ill-written, or in anyway offensive to an exacting taste in the wide choice of recreative reading which it is our privilege to enjoy today.

Bates, Arlo.—The Puritans.

This book gives a picture of the tendency toward semi-monasticism seen to some extent in the Episcopal church, together with an analysis of modern progressive religious thought, as it is found in a circle of more or less cultured Bostonians. Incidentally some of the semi-religious fads of the time are treated with no gentle touch. The book is one which provokes thought, and at the same time furnishes abundant entertainment, even though it occasionally borders on the melodramatic, and some of the characters are distinctly unpleasant. A story sure to be repellant to readers in certain moods, but one in which the open eye of criticism cannot help seeing much merit.

Castle, Agnes and Egerton.—The Pride of Jennico.

A purely imaginative romance with a complex plot and delightfully mixed up situations, out of which the hero and heroine finally emerge in satisfactory relation toward each other. This can be safely recommended as a well written and enlivening story for all who need to refrain for a while from pondering on the deep things of life, and for those to whom the "novel with a purpose" fails to bring entertainment.

Deland, Margaret.—Old Chester Tales.

This admirable book is a collection of short

stories of life in a quiet town of indefinite locality, and of a time some thirty or forty years ago. The one character which gives a continuity of interest to the variety of sketches offered is the old Episcopal rector, Dr Lavender, to whose willing ears and sympathetic heart all the sins and trials of the neighborhood come, and whose best religious advice is often only a sublimated common sense.

The stories deal with common everyday heart experiences, out of which, under the interpretive guidance of Dr Lavender, wonderful spiritual lessons are drawn.

The humor throughout is delightful and the style remarkably pure, rising at times to heights of poetic beauty.

This is the best of all Mrs Deland's work, and a lasting enrichment to American literature.

Francis, M. E.—The Duenna of a Genius.

This is a dainty story of pure and elevated sentiment, even though the fiber be somewhat slender. It describes the career of a gifted violinist and her sister—the "duenna," the real heroine, a plucky girl of fine character. The hero is admirable.

The book is an appreciation of the musical temperament, and is entertaining in its revelations of Philistine conduct at a drawing-room musicale. A thoroughly refreshing and wholesome story.

Hewlett, Maurice.—Forest Lovers.

A prose epic of love in a land that is "east of the sun and west of the moon," and at a time remote, vague, and "unfretted by the ticking of a clock."

The reader who will lend himself to the archaic mood of this writer of pure romance will find great delight in this fairy tale for grown folks. Meaning of it all? Leave that to individual interpretation. There is plenty of material, surely. Virtue enduring, and villainy with its shortsighted successes; moreover, a love which is patient throughout indifference, puts aside passion and does with naught until true love comes.

This book commends itself to readers of taste on account also of its elevated literary style, and its especially full and wide-ranging vocabulary.

Hope, Anthony.—Rupert of Hentzau.

This book has been found indispensable to all who came under the spell of the Prisoner of Zenda. It is a creditable achievement in that most difficult of literary efforts—the writing of an acceptable serial to an extremely successful story.

Johnston, Mary.—Prisoners of Hope.

This is a romantic story of colonial life in Virginia some time during the last third of the seventeenth century. The hero is a Roundhead, a gentleman who had been falsely imprisoned in Newgate, and who was finally sold, with other convicts, to a Virginia plantation.

The interest of the story, which is very well told, by the way, lies in its pictures of composite economic conditions, and the dangers to

which the planters were constantly exposed from slave and indentured labor insurrections, sometimes aided by Indian uprisings.

Kipling, Rudyard.—The Day's Work.

This is a collection of short stories, all bearing upon the general theme of fidelity to duty, the doing of the day's work at its appointed time and place. It includes two that are especial favorites, *The bridge builders* and *The Brushwood boy*, besides the very humorous one, *My Sunday at home*. It has been the custom to refuse to acknowledge much merit in stories which personify inanimate objects, but it may not be as easy as it looks to write a story like "007."

Mackie, Pauline Bradford.—Ye Lyttle Salem Maide.

This is a very well-written tale of the early Salem days. It shows the ugly possibilities of the witchcraft delusion used as a tool for revenge. In this story a girl of 14 innocently comes into possession of an important secret. The holder of it, in consequence, for fear of betrayal, nearly succeeds in having her hanged for it. The narrative is well constructed, and the style is excellent throughout. The account of this phase of Puritan life and manners is accurate, according to commonly received historical testimony.

Merriman, Henry Seton.—Roden's Corner.

Here we have romantic treatment of a pseudo-realistic theme. The history of this "corner" in "malgamite"—a mythical ingredient necessary to the manufacture of paper—is apparently as much involved in the machinery of plot as the most subtle political conspiracy of international import. The keen, humorous, and gentle satirical bits of philosophical observation on life and manners, of which the book offers generous portions, are probably the features which make the book most worth reading.

Moore, F. Frankfort.—The Jessamy Bride.

This is a brilliant and well-constructed story of one of the most interesting periods in English literature. "The Jessamy Bride" is a title of compliment which Goldsmith gave to Mary Horneck, who with her family were among Goldsmith's best friends. Reynolds, Dr Johnson, and other imposing figures are introduced.

The historical basis of this novel is not to be accepted unquestioningly, but with this reservation the story can be recommended as one of unusual strength and vitality, with a romance which will be sure to please.

Page, Thomas Nelson.—Red Rock.

This is a "chronicle of reconstruction"; that turbulent period in southern history to which the north contributed so largely a meddling, rather than a helping hand, and in which so many of the unworthy elements in political life came to the surface. The story begins at a time shortly before the war, and dwells upon it just long enough to fix the character of the best southern civilization in the mind of the reader. The war itself is passed over lightly.

At the beginning no element, apparently, is spared. We find the northern jingoist, the patriotic contractor and the timeserver of the south as well as the Southerner to whom war came as a serious and solemn burden, and the Northerner who, by no merit of his own, was placed by Providence upon the mount of clear vision. The real theme of the story begins with the pathetic return of the surrendered rebels to their desolated homes, and the struggle to establish a new and different civilization. Of course there is a love story.

So far as a subject of transcendent interest embracing incident and character of surpassing variety, can contribute to such an end, Mr Page has very nearly compassed in this volume the long expected "great American novel."

Parker, Gilbert.—The Battle of the Strong.

This "Battle" is the conflict of strong natures fighting against the evil wrought by a selfish ambition. This inward drama has a striking and picturesque setting. The scene is, chiefly, the romantic island of Jersey, and the time the confused warring period of the opening century; consequently there is abundant opportunity for the fine description and stirring incident with which this author so richly accompanies his development of character. The heroine, Guida, is especially strong, resourceful, and womanly. A fine and wholesome book of exceptional literary finish.

Smith, F. Hopkinson.—Caleb West.

The interest in this story centers around the building of a lighthouse and the necessary expert diving connected therewith. It is a fine picture of the noble qualities, both mental and moral, which go to the makeup of a successful civil engineer. The humbler, but no less heroic, figure of the master diver, Caleb West, commands great respect, and his diving operations are wonderful to the uninitiated. The sea captain is a very live figure. One of the best minor sketches in the book is the account of the captain's efforts to achieve a respectable land toilet in a hurry.

The book is full of artistic genre interiors and bright description of outdoor activity. The lighthouse is the hero of the tale, and it is only in respect to this feature that the story can be said to have a coherent and organic construction. The love story, though well told, is subordinate to other interests of the narrative.

Thanet, Octave.—The Heart of Toil.

This volume contains six stories of labor and labor troubles. They are sympathetic and accurate pictures of the labor leader, the striker, the non-combatant, the "scab," and the capitalist. The stories enforce the truth of the solidarity of human interests, and illustrate what Miss Scudder has so successfully shown in her latest volume, namely: that "the people" in literature, instead of being used, as formerly, simply for their effect en masse, now receive individual literary treatment, with full recognition of the spiritual dignity as well as the social potentialities of human lives considered singly.

The literary workmanship of this volume is fine. One is especially struck with certain poetic touches in description.

Ward, Mrs Humphrey.—Helbeck of Bannisdale.

A story which brings "thoughts that lie too deep for tears." Helbeck of Bannisdale, a rigid Catholic by training and inheritance, falls in love with Laura Fountain, daughter of a "free-thinking" Cambridge professor with no traditions back of him either of religion or of family. Both characters are well drawn; both are lovable. The love story is irresistible; tragedy of some kind is inevitable. In real life the tragedy would have been the gradual grinding away of the heroine's life under conditions impossible to her, but in the limitations of the story the author is obliged to present it in the form of a terrible objective catastrophe—the drowning by design of Helbeck's promised bride. Mrs Ward has done nothing finer than this. The story digs deep into life in all its relationships, social and religious.

It certainly is a mistake, as one of the characters remarks, to bring up a girl of Laura's ardent temperament so negligently that she has neither a reasonable way of defending her own positions, nor philosophy enough to reconcile the irreconcilable.

The minor characters are well individualized; the humor, what little there is of it, of rare quality. The descriptions of scenery are fine, and leave one with an added ache that so much misery can exist in surroundings of such great natural beauty.

This work, in spite of its sadness, is a permanent addition to the mental possessions of the reader.

Wiggin, Kate Douglas.—Penelope's Progress.

This story is almost equal to a "personally conducted" tour through Scotland, and in particular, Edinburgh. The warp of this novel is description of Scotch life, scenery, and customs, woofed across with an absorbing international love story.

Zangwill, Israel.—Dreamers of the Ghetto.

These "dreamers"—Sometimes false, often misled, yet always filled with a passion for righteousness—are "seekers after God" with all the intensity which custom and inheritance of this peculiar people has bred in the Jewish soul. Many of the characters are historical; Spinoza, for instance, Heine, Uriel, Acosta, Mendelssohn, Sabbatai Zevi, and Maimonides. Disraeli is not wrought into a story, but is made the subject of an imaginative sketch.

Zangwill has been touched with a "live coal from off the altar," not only in his descriptions of scene and incident that are rich with a sensuous luxuriance, but also in his interpretation of passionate spiritual aspiration beating its wings against a net of religious convention. This is a wonderful book, both in what it teaches and in what it suggests. The author has genius of a distinct and unusual quality.

Library Section National Educational Association.

The committee having in charge the reports to be presented at the next meeting of the Library section of the N. E. A. have arranged thus far the following:

Supt. Sherman Williams, of Glens Falls, New York: List of books to be recommended for pupils in grades 1 to 12, with special reference to the average country school teacher and the average grade teacher. Mr Williams is also to consider and report on the subject of the use of books and libraries in grammar grades throughout the country.

F. A. Hutchins, secretary of the Wisconsin Free library commission, Madison, Wis.: The relations existing between libraries and schools in the country districts and country towns of the United States. Mr Hutchins will also prepare a brief outline, which may help a country or village teacher to improve her local library, or to organize a library in a country district if one does not exist.

Prof. M. Louise Jones, State normal school, Emporia, Kan.: The work of normal schools throughout the country (with special reference to a few typical schools) in familiarizing their pupils with the use of books in the schoolroom, the organizing and forming of a library in a small community, the selection of books, etc.

Prof. Charles McMurray, State normal, Normal, Ill.: Books and libraries in grades 1 to 4 in the country generally. This it is understood covers the whole field, not simply of the use of books in connection with study in the schoolroom, but the beginnings of children's reading in every department in school and at home.

J. C. Dana, librarian city library, Springfield, Mass.: The attitude of libraries toward schools, and the promotion of the right kind of feeling on the part of the librarian toward the teachers, with special reference to a few typical libraries.

It is the opinion of the committee that while it should endeavor to cover its field as much as time permits, and to make as full and helpful a report as possible, no small part of the value of its efforts will come from the added publicity of the subject it has under consideration. While very many communities have been aroused within recent years to the importance of closer relations between schools and libraries, a good many have not as yet given it any consideration, and a still larger number have not as yet realized what can be done even in a modest way in a small community.

If any librarian or teacher feels that he can help the committee in any way, and is willing to do so, he should not fail to communicate with some member of it.

J. C. DANA,

Chairman for the committee.

City library association,
Springfield, Mass.

Public libraries and public schools

The committee on the Relation of public libraries to public schools is preparing a report which is to be made at the Los Angeles meeting next summer, showing the need and value of public libraries as aids to the schools, and giving practical suggestions as to their establishment and administration. Especial attention will be given to the needs of the schools at the country cross-roads and in the hamlets and small villages. It is important to know the present conditions in such schools in many states. In arranging the work of the committee the task of attempting to get this information has been assigned to a sub-committee. The committee would like statements of methods that have worked well in securing the establishment and maintenance of small public libraries, copies of lists of books in school and small public libraries, and any other information showing the condition and usefulness of such libraries. Send any information along these lines to F. A. Hutchins, Madison, Wis.

A. L. A. Meeting for 1899

The local committee on arrangement for the Atlanta meeting held an interesting session January 11, and outlined some of the plans for the entertainment of the visitors next May.

The committee desires to make the social side of the convention a great success, and truly southern in character and local coloring. Among the attractions will be an old-fashioned Georgia barbecue, and a "coon dance" and song by the genuine article. A public meeting will be held in the Grand opera house, at which short and able addresses on the subject of library development in the United States will be given. An interesting feature of this meeting will be a stereopticon display of the various libraries, showing the wonderful growth of library architecture in this country.

A trolley ride about the city will be another feature of the plans of the local committee. Several receptions will be given in honor of the association.

Dr H. C. White was present at the meeting, and extended an invitation from the faculty of the University of Georgia to the librarians to spend one day in Athens as the guests of the university. The invitation was appreciated, and if matters of transportation can be perfected the hospitality of the Athens people will be accepted and the northern visitors be given a glimpse of the historic grounds about the university.

The chairman will call this committee together at an early date to arrange further details of the meeting. All inquiries on the subject addressed to Anne Wallace, Young men's library, Atlanta, Ga., will receive prompt attention. Efforts are being made by those in charge to secure the lowest possible rates of transportation from the leading lines, and the result will be reported at the earliest date possible.

Library Schools

Illinois

Nellie E. Parham, who has been organizing a library at Hoopeston, Ill., has returned to finish her senior year in the library school. On the morning of January 9 she gave an account of the work before the members of her class.

Prof. D. K. Dodge, of the literature department, gave an entertaining talk, January 12, at the monthly meeting of the Library club. He chose for his subject the different editions of Shakespeare. The address was exceedingly interesting and instructive, giving a clear account of the many editions, from those of the seventeenth century to those of the present day.

On January 10 the senior class had a lecture by Prof. L. A. Rhoades, of the department of German. The lecture took the place of the usual recitation in advanced bibliography, and Prof. Rhoades recommended books in German literature suitable for a public library in an ordinary town of 10,000 inhabitants. His discourse included both literature in the German and translations, text-books and periodicals.

The members of the senior class are now having a most interesting and helpful experience in keeping the Urbana free public library open every weekday afternoon from three o'clock until six. The library has not been open in the afternoons heretofore, and the need of it has been felt by students of all ages.

Pratt

Emily Turner and Mary Williams, class '98, have been engaged to assist in the recataloging of the library of the University of Pennsylvania.

Entrance examination will be given June 24, 1899. These examinations cannot be given at any other time. This will be readily understood if the fact is borne in mind that the examination is a competitive one, the class being limited in number. The examinations are not technical in character, but are designed to test the general information

of the applicant, especially his knowledge of literature, history, current events, French, and German.

The class of 20 for the first-year course is selected from those candidates who pass the examination with the highest percentage, their previous education, training, experience, and personal fitness for the work being also taken into consideration. Those who fall below 70 per cent are considered to have failed.

Students are not admitted on college or other diploma.

The best preparation is a thorough review in general history and literature, with special reference to English and American history and literature; also a careful review of important recent and current events.

Persons desiring to enter the school should send for an application blank to the director of the Pratt institute free library.

Summer Schools

Colorado

There is some demand for library instruction, and the State normal school at Greeley may offer a summer course of four or six weeks.

The usual instruction in library management, classification, binding and repairing will be given with special instruction concerning schoolroom libraries, schoolroom decoration, library fine-art, and the study of pictures, casts, etc.

Inquiries should be addressed to Dr. Z. X. Snyder, president, or Joseph F. Daniels, librarian.

No more than 20 will be taken in the library work, but another class may be formed in drawing, color, and history of art for public-school work.

The expense of the course is not yet determined.

Wisconsin

The usual summer school in library science will be held at the University of Wisconsin at Madison. Notice of terms is given in another place.

Ohio Notes

TOLEDO, OHIO, Jan. 17, 1899.

At the meeting of the Ohio State library association, held at Dayton in October last, the undersigned were made a committee to secure the presence of as many trustees as possible at the future meetings of the association.

The objects of these annual conventions are, to compare notes as to methods, modifying those in use to conform to those which, experimentally, have shown themselves of value; banding the members together in a body to influence and secure legislation that will benefit all, and in a general way to extend and broaden the usefulness of the public library everywhere.

The meetings of the association have hitherto been very sparsely attended by trustees, the attendance being almost entirely confined to librarians and assistants. This absence of the trustees has led to the expression of the belief that they are indifferent to their duties and responsibilities, which we think is not the case, their absence being largely due to a lack of proper presentation of the necessity for such attendance.

In order to induce a larger attendance on the part of the trustees, a Trustees section was ordered established at the Dayton convention, and was instructed to place the matter before all the libraries of the state, and in this way bring about a large and representative attendance of trustees at our future conventions.

The next annual convention will be held at Toledo during the summer of 1899. At this time the Convention city will be at its best, and will be glad to welcome any representative or representatives you may choose to send.

We urge you to send at least one, believing as we do that you will not only find the visit a profitable one personally, but more than this, that your aid and coöperation in the deliberations of the convention cannot fail to be of vital service to the library interests of the entire state.

Martin L. Crowell, Toledo,
A. Sheldon, Norwalk,
W. J. Conklin, Dayton,
Olive Jones, Columbus,
E. A. Jones, Massillon,
Committee.

The annual meeting of the Ohio library association will be held probably in August at Toledo. The committee on library extension is preparing for a vigorous campaign. Librarians should begin to plan now to help make the meeting a success.

The Warder library at Springfield, Ohio, has just issued a printed catalog of its 20,000v., of which Miss Burrowes, the librarian, gives the following account:

May 21 Mrs Hustis, for years identified with Pratt institute as cataloger and instructor, arrived, and from then till September 14 cataloger and librarian worked with unflagging zeal, classifying, assigning book numbers, making two sets of cards for subject and author list. Each author's name was verified, initials of full Christian names given, or where there was a single given name that was written out. Entries were made under real names, with reference from pseudonyms, and where a book was particularly useful in more than one place, cross reference was made. Some analyticals were also made.

The cards were sent to the printer in September. The catalog contains 300 pages, consisting of the usual prefatory matter, with outline of classification, the classed list, author list, and subject index. We think to have penciled the first number in the first book May 21, and by the last of December to have the two sets of cards, one for card catalog and one for card shelf list, and the printed catalog out of press, ready for distribution, is a very creditable piece of work.

During this time the library was open for circulation of books with the exception of one month, which time the assistants, cheerfully postponing their vacation, devoted to labeling and reshelving the books.

Library Meetings

Chicago.—The Chicago library club departed from the beaten path this month and gave a book party on the evening of Thursday, January 12, instead of the regular business meeting. Through the kindness of its manager, G. B. Meleney, the commodious quarters of the Library Bureau, appropriately decorated and equipped with a piano, were placed at the club's disposal for the occasion, and invitations were issued requesting each guest to represent, by costume or symbol, the title of some book. A large number of members and friends of the club responded, each one decorated more or less elaborately to represent his chosen title. In addition to these about 50 books were represented by pictures or objects arranged in mysterious combinations, and exhibited on tables and in rows along the walls. Prizes were provided for the best and poorest guessers, and interest in the contest soon mounted to enthusiasm. A pleasing variety was afforded by a number of musical selections, vocal and instrumental, and several recitations charmingly rendered at intervals throughout the evening by members or friends. Light refreshments were served, and what began as a book party ended at the mystic midnight hour as an informal and correspondingly enjoyable dance.

A clause in the invitation, requesting each member to bring a book suitable for either the jail library or the home library, conducted by the club, resulted in a goodly collection of books, by which these two enterprises will be substantially benefited. From every point of view the January meeting of the Chicago library club must be accounted a most distinguished and pleasing success.

Connecticut.—A meeting of librarians, library directors and teachers from towns within 20 miles of Hartford was held January 14, in the Hartford public library.

The meeting was under the direction of Charles D. Hine, chairman of the Connecticut Library commission, for the benefit of the library officers and teach-

ers of the smaller towns. Mr Hine made the opening speech, explaining the work of the Connecticut Library commission, which since its appointment in 1893 has seen 45 town libraries established in the state. The towns vote from \$300 annually down to \$10, except a few, which appropriate more than the first mentioned sum. No town receives from the state more than it votes from its own treasury, or a larger amount than \$200 the first year and \$100 for every succeeding year. The money is spent by the committee for books after a careful revision of lists sent by the towns. The books are most carefully chosen by an expert, with the help of the best lists, such as are published by the American Library Association, the New York state library, the Massachusetts library club, and other organizations.

The committee, being appointed by the board of education, believes that all books bought by the state should have a certain educational value, and, if novels or stories, should be the best of the year, or of recognized merit. Sometimes books asked for are too costly or out of date, often below the standard of the best public libraries. With regard to book prices, it has often been proved that the committee, with facilities for getting large discounts from publishers and booksellers, can spend money much more economically than buyers for small libraries, although these buyers can sometimes save a few cents a volume on a limited number of books in a department store. The committee has spent in five years about \$13,000, and bought 13,000 books. Its members receive no salary, and the state appropriation for their traveling expenses and clerical help is \$500 annually. It is a missionary, not a money-making body, working for the benefit of the state.

Miss Hewins, of the Hartford public library, under the title of What the country library and the country school can do for each other, gave an exhibition of part of the material collected by her for the A. L. A. meeting at

Lakewood, and also showed pictures from illustrated papers and magazines for school use.

W. I. Fletcher, of the Amherst college library spoke on Progress the note in library and school work, referring to the difference in the libraries of Hartford now and 25 years ago, when he was first a librarian here. He spoke of the coming in of the new library era with the adoption of the New Hampshire library law in 1849, and of another epoch marked by the birth of the American Library Association in the Centennial year. Progress in all library affairs is so rapid that the Boston public library and Hartford public library, which were supposed to be up to date when they were built, only a few years ago, are far behind the requirements of the library buildings of 1899, with their large, well-lighted rooms for children, and shelves built so that the public may have free but not unwatched access to them. Mr Fletcher urged everyone present to remember that in order to be progressive all library methods must be elastic and adaptable. After describing recent changes and "survivals of the fittest" in cataloging, charging systems, and classifications, he referred to the study of art and literature, in which schools and libraries can work together, quoting Horace Mann on this subject, and saying that all the library methods of the future will be affected by the relation of libraries and schools.

Michigan—At the recent meeting of the State teachers' association, held at Lansing, the librarians and teachers enjoyed an enthusiastic conference together.

At this meeting one of the most important general sessions was given to the librarians, and papers on Schoolroom libraries were read by Miss Woodard of the Ypsilanti State normal library and by Mary J. Jordan. Mrs Spencer, librarian of the Michigan state library, led in the discussion which followed.

The room was draped in white and green bunting, and on this and on tables were displayed the exhibits: pictures clipped from magazines and papers,

mounted on carpet-paper; simple water-color studies, representing scrapbook making, various phases of child-life with books, and an exhibit of the Perry pictures, added interest to the collection. To these were added handy devices for mounting and for filing clippings, book lists, reference and reading lists on current topics, book catalogs, reports on schoolroom libraries, etc.

One feature which added much to the exhibit, for which we are indebted to the book firm of Lyon, Beecher, Kymmer, Palmer & Co, was the exhibit of 75 best books for a schoolroom library. A published slip list of the books was distributed to the teachers. On another printed slip for distribution were suggestions, receipts, etc., for use in ordering and caring for books.

A bill is shortly to come before the Michigan legislature for a state library commission, and the interest of the educators of the state was enlisted in its favorable passage.

Nebraska—The fourth annual meeting of the library association took place at Lincoln, Dec. 27, 1898. Only one session was held, inasmuch as the association is practically an auxiliary of the Nebraska state teachers' association, which was in session at the same time and place.

The meeting was held in the library building of the State university and presided over by W. E. Jillson, and attended by 50 members.

The first number on the program was a paper on The preservation of books, by Alice F. Sherrill, of the Crete public library. Miss Sherrill spoke from the standpoint of the small town library, whose stock of books is limited and whose resources are still more limited. In this library the necessity of preserving the books, mending them when mutilated, renovating them, and rebinding them at the smallest possible cost, is most pressing. They are compelled to buy cheap books whose preservation needs the most attention and cannot afford constant rebinding. Miss Sherrill outlined a number of simple and

inexpensive devices for cleaning and mending books, and preventing their destruction. Her detailed explanation of methods of dusting and rejuvenating books ought to prove specially useful.

The school library was discussed by Pres. J. A. Beattie of the State normal school at Peru in a carefully written paper. He emphasized the necessity of selecting the school library in view of the end for which it is to be used. It is for the education of the community in general in the midst of which it is found, and in particular for the children and youth of the school. The printed page possesses something of dignity and sacredness not found in the spoken word. As an integral factor of the community the child is molded by the healthful influence and inspiring motives of the book he reads and the author he admires. The school library, furthermore, exerts a constantly working and far-reaching influence on the formation of the character of the community. Prof. Beattie quoted freely from well-known authors upon the importance of good reading for the young, and closed with a plea for a school library so related to child life that its memory will be a benediction, and its abounding influence a constant source of cheer and strength.

What can the library do for the Woman's club? is a question Annette L. Smiley of the Omaha public library tried to answer. Her paper was founded particularly upon experience in the library with which she is connected.

To make the library most useful it is of primary importance that it be made the workshop, not only of the Woman's club, but of study and debating clubs, literary societies, and university extension classes in the community. The library with a lecture room which can be put at their disposal has one great advantage, by making it the meeting-place of clubs whose members are not regular patrons. The library attracts the attention of people who unconsciously become interested in the books

and their contents, and come to take advantage of the privileges offered to book-borrowers. Membership in the study clubs offers a mutual benefit to the librarian and the club. Bibliography, best book lists in history, literature, and art, as well as outlines and club programs filed from previous years, and reading lists clipped from the periodicals, will prove most useful. The Omaha public library has been able to set aside, in the alcove of a pleasantly arranged reference room, a few carefully selected volumes, withdrawn from circulation, for the exclusive use of the clubs, which are changed from time to time to suit the requirements of the course of study, and thus securing in reality a broader use than if each club woman took one of them home on her card. Special privileges in the form of extra cards to club leaders and teachers, and occasional suspension of some obstructive rule, tends to make the relations of the library and club closer. The chief obstacle in the way of complete coöperation is the ignorance of the new member who does not know how to use library appliances, such as catalogs and indexes, and is afraid to ask about them. This should be remedied by frequent library talks explaining how to use a library.

The answer to the question, What can the woman's club do for the library? was presented by Mrs C. F. Stoutenborough of Plattsmouth, former president of State federation of woman's clubs. Mrs Stoutenborough answered the question by telling what the Woman's club had already done for libraries, not only in the way of patronage and cultivation of the library spirit, but also in providing the means for the foundation of free libraries in various towns and villages which would otherwise have gone without them.

The election of officers resulted as follows: president, W. E. Jillson, Crete; first vice-president, J. I. Wyer, Lincoln; second vice-president, Jay Amos Barrett, Lincoln; secretary, Edith Tobitt, Omaha; treasurer, Margaret A. O'Brien, Omaha.

Pennsylvania—The library club held its monthly meeting January 9, in the library of the University of Pennsylvania. The library, including the book stack and the museum, was thrown open on that evening for inspection from 7.30 to 10.30 p. m. Stewart Culin, the curator of the museum, kindly showed the visitors through the building.

There were 160 present, and four new members were elected. The principal address of the evening was by Dr Ernest C. Richardson, of Princeton, on the subject of University and college libraries. Dr Richardson has spent so much time in foreign university libraries that he was able to give many interesting particulars of the peculiarities and specialties of many of the most famous. He gave in detail statistics of the increase in the number of college and university libraries in the United States. The wondrous growth of these libraries was explained, and figures were given to show that whilst the American increase in the number of the libraries was remarkable, the increase in the number of volumes in the different libraries was very nearly stupendous. He contrasted the work that had to be accomplished by university libraries with the work expected and due from free public libraries, and dwelt strongly on the necessity of an increasing amount of free access to the shelves being granted to students and readers. The methods which prevail in some foreign universities, by which books have to be asked for at least 24 hours in advance, was shown to be most injurious to the conduct of reference study. He illustrated his lecture by many interesting anecdotes, and to the cordial vote of thanks which was tendered him an amendment was offered, requesting him to prepare his address for publication in the Occasional papers of the club. This he kindly consented to do and the meeting adjourned.

J. G. Rosengarten, one of the trustees of the university, and also a trustee of the free library, entertained 20 gentlemen at the university club before the meeting to meet Dr Richardson.

Wisconsin Notes

Within the past few weeks public libraries have been established in the following cities and villages in Wisconsin under the state law: Algoma, Ripon, Lake Geneva, Darlington, Fairchild and North Freedom. In Ripon an association library of about 2000v. has been loaned to the city, and in Lake Geneva about 1500v. from the school library and an association library have been given. In Darlington the business men have given the new library more than \$300 for books. Fairchild and North Freedom are villages of about 400 inhabitants. In each village the school board contributes the most of the volumes of the school library to the new public library, and the village board agrees to make an annual appropriation in order to secure a succession of traveling libraries from the Wisconsin free library commission.

A few business men of Chippewa Falls have recently given their public library \$600 to buy books. In December, George Yule, of Racine, gave the public library \$500 to purchase books. J. D. Witter, of Grand Rapids, made the public library at Stevens Point a New Year's present of \$500. J. M. and T. J. Pereles, of Milwaukee, have just given the Wisconsin free library commission \$100 to buy traveling libraries. State Senator Levi Withee, of La Crosse, has given \$50 for the same purpose, and the Social culture club, of Milwaukee, has given the means to buy a traveling library for the Indian schools of the state.

Two library meetings which have been held within the past few weeks in Wisconsin may well be reported together, because the people at each were considering the same problem—how best to secure the coöperation of the various agencies which are working to educate those whose school days have passed.

The second of the meetings referred to was held in Chippewa Falls on January 6. It was called by Hon. J. H. Stout, president of the West Wisconsin

Traveling library association. The purpose of the meeting was to secure such coöperation of the women's clubs and the librarians that the clubs would aid in building up social and study clubs in the farming communities.

The first meeting was held in Milwaukee December 29, in connection with the annual meeting of the Wisconsin teachers association.

The meeting was noteworthy from the fact that it included so many of the leaders in the great educational and philanthropic agencies now at work in the state, and because of the earnestness of the speakers and the audience, and because all seemed to feel as Rev. Jenkin Lloyd-Jones expressed it, that the meeting was magnificently prophetic.

It should be added that a few days after the meeting the women's clubs at Eau Claire procured some traveling libraries, which they will place in neighboring communities to form centers for social clubs which they will foster.

The annual meeting of the Wisconsin State library association will be held in the new Library-Museum building in Milwaukee, Feb. 22-23, 1899.

There will be three sessions as usual, the first beginning at 2 p. m., on Wednesday, will be devoted to a discussion of the Relation of the board of trustees to the librarian, and to a talk on Bookbinding, illustrated by the work done in the Milwaukee library bindery. In the evening there will be a short address on some subject of interest to librarians, and following that an opportunity will be given for making acquaintances, for the discussion of a librarian's problems with some fellow-worker is one of the most helpful features of a convention. The topics to be discussed on the morning of the 23d are: The club woman and the library, presented from both points of view, and Public library extension, which will include all plans for making the small library a center of interest and helpfulness in the community.

Indiana Library Association

The seventh annual meeting of the library association was held in Indianapolis December 27-28. About 30 persons were present at the opening. Neither the president nor vice-president were in attendance, and on motion Miss Swan, of Purdue library, took the chair. She called attention to the two questions to be discussed—the place of the library in educational work and the legislation desirable concerning libraries.

After the preliminary business was disposed of, a paper was read by Mrs. Lucias B. Swift, of Indianapolis, on

Essentials of library equipment

What is your feeling toward the public library of today? Are you consciously governed by the sentiment of old Isaac Barrow's veneration for a book, and so believe that a library is, by the fact of its existence, a weapon of true culture in your community; or may we proceed to examine critically the modern library, unhampered by a veneration suited to a different age? If so, you will agree with me that it is a debatable question whether a large number of public libraries are not doing more harm than good.

A yellow library, or even a yellowish library, is not going to prove a bulwark of culture in any community. What are the ear-marks of such? One is where stress is laid on a large circulation; another is regulating the sorts of literature to be purchased by the pressure of a so-called public demand. A library directed and developed upon these two theories is of doubtful value in a community. The tendencies of such a library are downward, for it increases the number who crave the meretricious; we too often forget that the commonplace is meretricious to the taste, while it is morally innocuous, and the pity is that we are not yet sensitive to the sin of vulgarizing taste.

It seems to be demanding little to say that efforts to secure circulation should be governed by the quality of the books that can be circulated, and that there should be the consideration of the sort

of people who are using the books, and what they are using them for. It should be a duty to watch for the faintest sign of what I may call the leaders of good influence, and those should be catered to. In the small city it is inexcusable to be long oblivious to these signs, but I believe they are by most librarians ignored. The serious young girl is to write a paper for her club upon the dangers of the expansion policy for this country, and has heard that Speaker Reed, Senator Hoar, Ex-senators Edmunds and Sherman, Bishop Potter, Carl Schurz, and a long list of other good names are against this policy. She asks for the files of the publications containing this current opinion. A library seriously mistakes its true sphere if it is not only unable to put this before her, but meets the request with indifference, upon the ground that the papers containing what she wants have not been "called for" enough to warrant their production in the library; still more culpable is this library if at the same time it is busy supplying a line three deep of little boys and girls, who mostly cannot recall the author or the title of the book just handed over the counter, and which steadily caters to the always increasing and more loudly clamoring novel-reading women.

The most pressing function of a library is to be alive to current questions bearing upon the duties of citizens, and to respond with furnishing the best that is being said, together with the largest number of pertinent facts. The people who come for such facts form the nucleus of influence to be watched for and to be encouraged. They are to be encouraged to seek for the best current opinion and the widest range of facts by having them within their reach. If the management of a library is bent upon a big circulation the calls of these inquirers pass unnoticed. They appear, find little or nothing, and disappear and make no complaint; all the same this is genuine public demand, which the management of the library is not excusable for being blind and deaf to. Apply this test to most public libraries and it

would oblige a librarian to seek out and acquire pamphlets, which are the richest sources of information upon current questions. You find the average library bare of these, or they are inaccessible because unclassified. Apply this test to the list of newspapers taken by a library and you would not find the capable and sinister New York Sun included, because its cynicism amused a dozen habitués of a reading room, and the New York Post excluded because these same habitués never called for it, although the most cursory examination of its columns would convince any librarian that the latter among newspapers perhaps contained the most for any seeker of facts and opinion upon current questions here and abroad. One such serious seeker as I have named once a month, if a library performs the functions of a library, should more than outweigh the usual dozen persistent readers of papers in a reading room. Incidentally this suggests another test for library equipment, which is to supply what cannot well or conveniently be supplied except by a library. Files of well-chosen newspapers can only be housed in a library; yet these files are what are absolutely essential for every public speaker, writer, teacher, minister and student to have for reference; yet the newspapers are generally chosen for a few daily readers without reference to their more general function.

On the point of what is "public demand," that excuse given by so many libraries for their failure to maintain a good standard, apply a few tests. Is noise to be the test of public demand? Are mere numbers to be the test? If so, the little boys waiting for their Optics and Hentys, and the Saturday afternoon women crowding the rails for the Sunday novel, may appear to be evidences of what is wanted; but it does not do to expect of the small still voice that has been asking for help in the way I have named the volume of the clamor of those others. The patrons of a library are not a democracy. All requests should not stand equal. No library will see the people whose tastes and

judgment about books would make them valuable allies if their suggestions of what the library should contain is to be met with the inquiry: Why has it not been called for, then. The would-be readers of such books are often few in number, are scattered, and work in different literary lines; the amount of their reading may be limited, but the quality must be considered, and their hands strengthened in every possible way if a library management sincerely wishes to discover the pressing and real wants of the community which supports it.

I am not unmindful of the practical difficulties in the way of a librarian who wishes his library to uplift the community, but who realizes that his tenure is subject to caprice and clamor. Making due allowances for the necessity of compromises and conflicting demands, especially where the library is under the impetus of a bad start, he may keep his rudder fairly true, and I may add with safety to himself if he follow this simple rule: Avoid considerable purchases of the new output of books. Fill the gaps of the library with what has been tested by time; with the new, follow the policy of procrastination. All manner of clamor and dispute fade away with the lapse of time. This delay checks not only the waste of a purchasing fund upon excessive or unwholesome fiction, but it checks also the equal waste upon poor and commonplace books with a serious purpose never demanded, not worth the reading, and happily dead and buried in a year's time. The vacuous novel reader of today has for her selection hundreds of novels by authors unknown to her, where a few years ago she depended upon the Augusta Evanses, Mary J. Holmeses and Mrs Southworths. These she could specifically demand, and so harry the librarian. Today she would not know what to call for in the mass issuing from the press; it is the librarian's fault if she is assisted.

I have left for the last the consideration of the most important and most perplexing function of the library of today: the equipment for juvenile readers. What would old Isaac Barrow say could

he look over the books and question the readers of juvenile fiction? Personally I had rather a boy rushed through dozens of Bloody Bill's adventures than to have a girl follow that most unpleasant and abnormal Elsie from cradle to grave, and then begin upon her descendants. The effects of the untruth and vulgarity of the first will be more superficial than the equal but less apparent untruth and commonplaceness of the last.

But it is difficult to exaggerate the intellectual harm that is to result from the present juvenile reading. There has not been time yet to realize its full consequences. The colossal commonplaceness of the literature, its colossal quantity, its power of intellectual sterilization acting upon children between the primary and the high school will result in the extinction of literary taste with large numbers of the generation of young readers.

What are some of the popular delusions of library management regarding juvenile departments? One is the belief that, put side by side, the masterpieces for children will finally crowd out the commonplace. The young reader will read *Autumn House*, *Being a Boy*, *The Story of a Bad Boy*, *The Dog of Flanders*, *Rab, Hector*, *The Jungle Books*, and a few other classics, and will feel their charm; but he will immediately, with apparently quite as much relish, read a class of juvenile fiction where everything is false to life, where the painting of characters is the grossest daub, where all the cant and unreality are represented in a medium of desert-like commonplace. A moment's consideration of the immaturity and inexperience of youth who reads, and the exquisite observation and wise insight of him who can produce a children's classic, is sufficient to make us realize how impossible for the youth to compare and discriminate. I say, therefore, your classics, few in number on your library shelves, will never crowd out, or even jostle, the throng of commonplace juveniles by their side. As a consequence I go far and counsel that the

list of young people's books be kept small. It would be wise, indeed, to increase to the fullest extent the copies of the few classics, and to begin a war of extermination on the commonplace. Librarians are fond of claiming that the classics drive out the others. Such instances can generally be reduced to the children where there are literary traditions and a literary environment; or to the occasional, but always exceptional, child springing out of unpromising conditions, but born with literary hunger and virility. The capacious maw of such children may emerge from a period of indiscriminate reception apparently unharmed. Such an exception is probably the girl of fourteen, whose answers among 300 were conspicuous for their intelligence and for the excellent writing and spelling, but who in six months had read 60 books, Longfellow, Scott, Dickens, Alcott, and also Mrs Southworth, and 12 of the Elsie books.

In an effort to test what young people are reading, how they read, with the comparisons of different ages and classes, I recently obtained answers to six questions from 300 chosen from different schools and sections of the city. These questions were prepared with as much ingenuity as possible, in the hope of getting really frank answers, but I failed. Even though the names were not disclosed, the unconscious bias of answering as they thought they should was apparent in so many answers that any statistics from them going to the question of their actual reading would be misleading. It is not very safe to generalize much upon an answer that the authors mostly read were Longfellow, Bryant, Scott, and Milton, when later, according to a later statement, those authors must have written books called *The fire*, *Going for the doctor*, *The runaway*, and *A brave boy's deeds*. Of the stuff read a considerable number do not even recall the books read, as the boy who answered: Have read eight books and many novels.

But the answers indirectly disclosed many interesting and suggesting signs of the times. For instance, little read-

ing is no longer a sign of careful reading, intelligent reading, or appreciative reading; nor of the loving reading and re-reading of favorite books. This was very noticeable. The point that I have claimed as to the absolute brotherhood and equality of the good and poor books had amusing corroboration.

One read Alcott, Burnett, Dickens, Longfellow, and—the Elsie books. Another, Longfellow, Bryant, Dickens, and—Si Klegg. Another, Longfellow, Lowell, and—Mrs Southworth. Another combination was James Russell Lowell and Augusta Evans. James Russell Lowell and Peck's bad boy and Fighting Joe. Motley and—Hentley.

The president called on Miss Ahern to open the discussion of this paper. In response she said that the library profession had sustained a loss when Mrs Swift had entered other fields, as she seemed to have full grasp of most of the principles upon which true librarians are basing their work today. It is a source of regret to librarians that the more serious-minded readers do not lend their aid in raising the taste of the reading community instead of, as is too often the case, leaving the demand for reading matter to the choice of those who do not know the character or value of good books. The paper deserves serious consideration, and its perusal is recommended to librarians where its advice is needed; and where it is not, librarians would be helped anyway by a glimpse of how the matter looked to an outsider.

Mr Faurot, librarian of Rose polytechnic school of Terre Haute, said it was the special work of the public library to direct the public taste in books. Procrastination is a good thing to employ in supplying books to a library. The librarian should wait for the test of time before filling its shelves. Newspapers are valuable material.

Mr Cunningham, librarian of the State normal school, said the library of the past was one for recreation, but the libraries connected with schools were remedying the matter, and libraries are growing better. A library has no busi-

ness to cater to public taste, but should be directive.

State Librarian Henry said: Democracy has made fools of Americans; not so much, perhaps, as it has in England, but still Americans think that every public institution belongs to them, and they must have a voice in administration. Public institutions must not yield to the expressed opinion of these persons. If libraries yield they will have a lot of trash on their shelves. Popular taste should not be followed where popular taste is the expression of minds that have no right to have a taste. Schools and libraries should not be judged by their large numbers published for effect. Reading may be a terrible thing, and do harm as well as good.

Supt. Hamilton, of Huntington, said that the theories as expressed were good in themselves, but their practicability might be questioned. If a library *can't* give out such books as it would like, what *shall* it do? Certainly not do nothing. If giving out books, not bad books, but books not the best, will lead up to higher things, there is justification for the act. A community unacquainted with good literature may be led to better things by sympathetic judgment in meeting its wants.

The next address was by W. E. Henry, on Coöperative book collecting, in which he said: Books may be both valuable and worthless — valuable in themselves and worthless because you cannot get at them. He then unfolded the plan of coöperative collection, by which libraries might collect books and periodicals in the different communities and send to the state library all the books which they did not want themselves, receiving in return, as soon as possible, numbers missing in their own sets. He told of his experiences in trying to find state publications in the different county offices. He emphasized the point that the state library does not want what the libraries want themselves. Advised the librarians to watch the sales of old homes, as many valuable volumes are stowed away in them.

After appointment of committees by Pres. Swan the meeting closed.

Second session

The afternoon session opened with a paper by Geo. L. Cottman, of Irvington, on An unique library. The library in question is the one in connection with the Workingman's institute at New Harmony, Posey Co., Ind., the home at one time of the most scholarly and advanced thinkers in America.

Supt. Monical spoke of this library as being the center of influence in all the movement of the place. Its reading room is crowded in the evening; there being an absence of restraint, everyone enjoys perfect freedom in every way, the room being a sort of forum where books and leading articles in the magazines are discussed.

A symposium on the library in its relation to other educational forces was arranged for the afternoon session. The first phase, Relation to the public school, was presented by E. C. Jerman, of Greensburg. He made the following points:

The library being the only source of information in certain fields of thought is a necessary feature of a broad idea of education. The nature of material therein contained will, besides training the mental powers, inspire the pupil with the noblest impulses, and assist him in doing deeds of virtue. The relation it bears to investigation in after life will put into the hands of the pupil the use of the forever-after great source of information and development. This power and influence once fairly introduced and successfully used will permeate society. The homes will take more interest in providing libraries for the family. Public collections will be more extensively read. The diffusion of the best that man has thought and done will drive out many conditions that exist and build a more highly developed nation.

If the use of the library, then, be not over-estimated, it is but just to say in conclusion that no effort should be spared until every school be provided with a proper selection of supplement-

tary books, and every teacher be required to systematically direct the use of these so as to conform to the highest needs of the pupil.

In so far something has been done toward establishing this condition, but the movement yet lacks definite organization. The Indiana Young people's reading circle has contributed much to the development of this idea. Many schools have quite a collection of useful material. Still many most important works are needed. The plan of establishing a library should be organized; a list of certain books should be found in every school.

Many additional volumes adapted to the needs of the community should be placed in the respective schools; until such is done the school cannot enter upon a full discharge of its duties. A small but well-selected library, properly used, will contribute more now to the real wealth, intelligence, humanity and manhood of the nation than perhaps any other feature of the school work that could be introduced.

Relation to the college was presented in a paper written by Leila Garritt, of Hanover college, and read by Miss Jones of the State normal school. She said:

The College and the library

We can hardly imagine, now, a college without a library, or even a college with a library, but unused. The relation is close and vital. Dr W. T. Harris, in 1890, thus defined the relationship: The school gives the preliminary preparation for education, and the library gives the means by which the individual completes and accomplishes his education.

The text-book, while still necessary in many cases, becomes only the foundation, or, better still, the suggester—the student is taught to follow original investigation. He learns "to study in distinction from a book; collects information from various sources; is able to arrange it, digest it, criticise it and know the comparative value of different statements." Having, in the earlier

stages of education, pinned his faith to a book, the student in college must learn to think; to compare the statements of many books and find the truth or error for himself. The ability to do this means success in after life. Where, in college, can he develop this ability save in the library? Here, more than anywhere, he has disclosed to him not only his own personality, but the personality of the men, the nations, the ages of the past; here his questions are answered, but with such reservations that he is led to further questionings and deeper desire for knowledge; here he learns to think by the study of other men's thoughts; here he who widens his interests and sympathies by a knowledge of what the best and noblest men of all times have thought and felt" becomes the truly cultivated man; here he finds soul culture.

Pres. Eliot, in a report on the Harvard library, spoke of its "having a profound effect upon the instruction given at the university as regards both the substance and method; it teaches the teachers." The library is to the corps of teachers what the laboratories are to the departments of natural sciences. The text-book may form the basis, or the starting point, but with a working knowledge of the library the teacher can show to his pupil the hidden and unthought of wisdom of all ages. It may be pertinent just here to speak of the growing demand for department libraries. The large library gives opportunity for research and general reading, but it is to a large number of students an unwieldy mass of books. To others it may prove a temptation to diffuseness. To both these classes the smaller collection of books for reading and study collateral to the text-books is a great advantage. These libraries within a library are, by the very necessities of the case, selected with the greatest care, and by the heads of the departments in which they are to be used.

The librarian may well think with trembling of the high ideal set for the college library, and ask, How can I

make the library accomplish all this? for it is a self-evident truth that the success or failure of any library depends in great measure on the librarian. The duties connected with this office are legion. There must be as perfect a knowledge as is attainable of the books—what they are, where they are; a spirit of true sympathy and coöperation between librarian and faculty. The latter must have constant information as to the acquisitions of the library in their various departments. The librarian must be always ready with information for both teacher and student, have bibliographical and reference helps always at hand, use tact in accomplishing the use without the abuse of books, catalog not simply books but pamphlets and magazine articles, arrange all reference books in a way and place easily reached. This means not simply encyclopedias and dictionaries, but practically the whole library. For what is a library but a huge reference book to be studied as encyclopedias are studied? The librarian should by all the means in his power make his room or building attractive and agreeable, and himself indispensable to teacher and pupil alike.

The symmetrical growth of the library is one requisite of success. Here again the librarian, even if he has not the purchasing power in his hands, may do much by pointing out deficiencies in one or another line of thought. Emerson once said that he had not the time to read a book when first printed, but if, at the end of 10 years, it was still being issued, it was worth his time. A library cannot wait 10 years before purchasing, but must take the risk of having some useless books. However, a knowledge of the ability of a writer to grapple with a subject and fit it to the times enables the purchaser and librarian to reduce this risk to a minimum.

Without design I have moved in a circle and reached the point from which I started, the library in its relation to the student. In closing I would emphasize the thought that the library is a most potent force in the system of

education, in giving to the world men and women equipped for all crises whatever they may be. Pres. Gilman, not long since speaking of the present national crisis, said: We look particularly to the young men of our universities, to whom the great store-houses of human experience are opened, . . . to avert the dangers of imperial magnitude . . . and advance human happiness by spreading through the world the principles of Anglo-American liberties. Socrates, when about to drink the hemlock cup, tells his followers of a dream coming at various times and in various forms, exhorting him to apply himself to the cultivation of music. He meant, one says, not simply that combination of sounds that catches up a few fragments of this world's harmonies, and with them moves our souls. There is another and a higher music. It is the music of a soul in which dwell order and method, which coördinates all knowledge, which recognizes the ideal, in which the good, the true, and the beautiful are cultivated, each according to its own nature and by its own method. It is the rhythm of a thoroughly disciplined intellect and a well-regulated life. This is the high aim of college and library, to give to the world thoroughly disciplined intellects and well regulated lives.

The next was The relation of the library to the study club, presented in a very interesting paper by Mrs H. G. Fetter, of Peru, in which she traced the close relation that had always existed in Indiana between the success of the libraries and the interest manifested by the people banded together for the purpose of mutual self-improvement. She paid a glowing tribute to William McClure, who in the early 50's founded the workingmen's institutes in every township in the state. She traced the efforts to have a public library in Peru from an early day up to the inauguration of the present fine collection of good books in the public library. Spoke of the value of having a librarian who not only knew the best books, but how to get the best from all the books, and said:

If there is any outlying district having club interests at heart which has not yet attained to the proud distinction of a public library, a word dropped from the experience of another may prove of value.

In the first place, a small library should be purchased on the simple economic principle of the greatest good to the greatest number for a given outlay. Deliberate well upon this, and guard against the enticing dignity of shelves adorned with profound works of science and philosophy, or complete sets, or rare editions whatsoever, except in limited proportion. Put these upon the list of things hoped for in due time, but invest the larger proportion of capital in good general and current literature, because the demand for this is unceasing, and to insure the popularity of this new institution make the supply equal to the demand as far as possible.

Provide an abundant supply of the world's best magazines, and a Poole's index to periodicals to make their contents available for reference. There should be duplicate numbers of the best monthlies for circulation under a short-time limit. These would be of value to clubs, as much attention is given by them to the topics of the day. Good maps of various kinds should hang upon the walls or be otherwise accessible.

If the best system of classification be inaugurated, with expert assistance and expense, implore the powers that be, the financiers, to furnish without delay a printed catalog or finding list for the patron's use. Librarians have been known to drift helplessly for a year and more without this life-buoy, sustained only by an excellent memory or native tact in guessing what the inquirer wanted. Heed the advice not to go in debt, but rather reserve a large margin of the original fund wherewith to purchase smaller necessities so insistently suggested by their absence in recently-started libraries.

In tracing to its completion the library movement in one little city, the influence of the club upon the library is evident. In thought the two cannot long

remain separated—the club giving the personal touch, the mutual help of eager minds. The public library is the storehouse of material, the central depository of printed fact open to all seekers. Too much cannot be said of the help the library is to the schools; but it is invaluable as well to those in later life in its broadest sense, and whose advancement depends largely on the library.

By state enactment or private generosity the library accumulates a wealth of authorities, and influences helpfully many sides of the community's life. The club in turn furnishes to the library a body of friends and patrons who seek something more than brief amusement, and exert a direct influence in uplifting the standard of thought and learning.

Finally, the personality of the librarian and his attendants is as important as the books. A curt reply to a question will fall like frost on the tender blossom of genial thought. The treasure-house may be palatial, the books many, the appointments complete, with every cog and wheel of the administration perfect, and if the kind word is lacking, the smaller library, which has within it the spirit of helpfulness, comes nearer to the ideal.

There is ever apparent in library and club a unity of purpose, varying with change of time and place, but usually close together, seeking to bestow culture and to beautify life. Many modern clubs are supplying isolated homes with good reading matter, attempting by this means to give mental stimulus to women, the monotony of whose lives is little short of insanity. Such pathetic poverty appeals forcibly to those who have learned that without interests which arouse to thought life drifts to despair.

As with librarians, so now is the florescent period of clubs. No one can fail to observe this who reads the papers, where columns are devoted to their doings, conventions and federations seeming to elbow even the football reports, and as full of rush and go as they are. The full force and impetus that have been developed in our land through the

club movement who can estimate? Dominated by the passion for the best in literature and life, it moves with the altruistic spirit of love to pour light into dark recesses and to make green the waste places.

The relation of the library to the church was the topic assigned to Rev. A. J. Brown, but in a strain of reminiscence his subject seemed to slip away from him.

W. A. Bell, editor of Indiana school journal, was called on by President Swan, and in a witty strain entertained the audience for a few minutes. Seriously he urged the association to lend its influence to secure a good library law which should give a good library to each township in the state, with rules for circulating its books through the school districts.

Pres. Swan said she would like to know what those present thought of Sunday-school libraries.

Mr Cunningham, of the State normal school, told of a Terre Haute Sunday-school which carried on a circulating library among its attendants.

Miss Hoagland, trustee of Ft Wayne public library, gave an account of lending books to the Sunday-schools of that city.

After the appointment of committees, the association adjourned.

Third session

The meeting on Wednesday did not convene till after ten o'clock, but the interest in the question to be discussed, library legislation, was evident on the opening of the session. About 25 persons not librarians were present, although there were few members of the association at the meeting. The topic of the morning was, What we need and how to get it.

Merica Hoagland, of the library committee of the Union of literary clubs, presented the views of that association as follows:

Since legislation is but the crystallization of public opinion, the Indiana union of literary clubs, having for its object the advancement of the best in-

terests of the state, represents, through its membership of over 6,000 men and women, a large fraction of that public opinion which is soon to seek expression in our legislative halls. The Indiana union of literary clubs has at three successive annual meetings discussed library matters, and for two years its library legislative committee has studied the libraries of our state and country, hoping to secure for Indiana the very best library system. . . . The modern public library should to-day stand side by side with the public school, not as its supplement, but as its complement as an educational factor. . . .

The township libraries' law went into effect in 1852, but was rendered useless by the diversion of the tax fund in 1866, since which time the libraries established under that law have suffered from starvation and neglect, until they are, for practical purposes, well-nigh extinct. The law of 1879 provides for the establishment of township libraries, but puts a huge stumbling-block in the way of their being established by making it necessary to first establish, by private donation, a library of the value of \$1,000. . . . The Indiana state library is governed by a law of 1895, which prohibits the loaning of any book or magazine inside of the library rooms.

From this cursory glance at the library laws of our state, it is evident that we are sadly in need of a good library system. In place of the laws which were enacted before the existence of library science, as such, and which have little or no connection one with the other, we need a strong, coherent law. Some members of the Indiana union of literary clubs have expressed themselves strongly in favor of asking for a repeal of every library law upon the statute book, and, beginning with a new leaf, inscribe thereon a law which will meet the need of every community, no matter how small or how large. The library legislative committee of the union, with a recognition of the limitations imposed upon it by local and other conditions, decided to formulate such a law as

would favor the establishment of libraries, leaving to the future their growth. Indiana is not in the front rank as regards its libraries, and until there is a more general interest in the establishment of libraries, there is little hope of arousing public sentiment strong enough to demand a strong state library system. . . . Let us turn our attention, to the large portion of the state, for which no provision has been made for free reading matter, to the agricultural districts and smaller town where no free library privileges exist. To reach these smaller centers of population there is no more efficient method than that provided by a system of

Traveling libraries

In the development of society there should be maintained a parity of material, intellectual, and spiritual growth. It is doubtful whether that vast and wonderful exposition of 1893, in the years to come, will have wielded a more potent influence for good than did the pioneer library which was sent out from the New York state library on February 8 of that eventful year. A traveling library is a carefully selected collection of 25, 50, or 100 books, which is sent out to any community which makes, through one or more of its residents, the proper application for it, and will comply with the conditions which secure the state against loss. Accompanying this library is a suitable book-case, printed catalogs, necessary blanks, etc. The simpler the blanks, rules, and charging system, the better. The library should not be retained at any one center more than six months when it should be returned and exchanged for another. A number of these libraries thus circulated constitute a state traveling libraries' system, which should be a department of our state library. Most of the books in the state library relating to the history of Indiana should be kept intact in the library for reference, but standard works of fiction and miscellaneous collections could be circulated. In the beginning, donations from clubs and individuals would prob-

ably have to be relied on to supplement these, and make possible the sending out of traveling libraries which are not intended as substitutes for local libraries, but only as aids to their establishment. . . .

These itinerant educational forces have been established in New York, Iowa, Michigan, Minnesota, Colorado, Illinois, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Nebraska, Ohio, Pennsylvania, and New Jersey. These states report great enthusiasm in the communities where the traveling libraries have been sent. In 20 states there are 37 systems, and the interest is steadily increasing. The natural center of the traveling libraries is the state library.

A State library commission

To be most satisfactory, the traveling libraries should be preceded by a State library commission appointed by the governor. A commission thus appointed may be held responsible for all its acts; one appointed in any other way has its powers curtailed, its strength and interest lessened. Concentration of authority should accompany concentration of responsibility.

Says Commissioner of Education W. T. Harris, in his recent report on libraries: Within a very few years each of several states has provided for a State library commission, to be in some sense the head of the public library interests for the state. . . . The commission is able to encourage communities to do more for themselves in the matter of a library than they otherwise would. The commission gives advice concerning organization and administration whenever asked, and a yearly report is made of their work and of library progress in the state. The State library commission has proved to be a useful agency wherever tried, and the plan seems likely to spread throughout the country. In stating the important provisions for a State library law, Mr. Harris names a State library commission to be at the head of the public library interests of the state, preferably

to have the management of the state library, and to center its work in that institution. The following states have established such library commissions: New Hampshire, Vermont, Massachusetts, Connecticut, Georgia, Ohio, and Wisconsin. Indiana is not alone in her endeavor to secure such a commission, Maryland, Illinois, Minnesota, Iowa, Nebraska, and Colorado are with us in this endeavor. Surely we are not willing that Indiana should lag behind her sister states in this progressive movement, and wait to accomplish in two or four years what it may do now.

Library interests should not be secondary

The advantages of having such a commission is that those appointed on it shall give to the libraries of the state their undivided attention. During the last 10 years there has come into existence a library science which requires quite as much study to master as does any other. Libraries nowadays require specific treatment, and in this day of specialties, it is unwise for anyone to be engaged in two or three equally important business concerns, and endeavor to give them all equal attention. "No man can serve two masters" is as true of school and library interests as it is of spiritual and worldly concerns, and as we know that our most efficient board of education will not permit the schools to suffer, it is obvious that the library interests of the state cannot receive their due amount of consideration. Two years ago, at the state library meeting, I placed myself on record as in favor of divorcing the school system from the library system of the state. If the library is of sufficient importance to have its specific tax fund, why should it not have its own board of control, which will lift it to the same degree of efficiency, the same high place of honor, as that attained by the public school system. The public library interest is large enough to require the undivided attention of its own commission. . . .

The school district library system has proven an entire failure in the states which have tried it, because the unit,

the district, was too small to secure sufficient money for enough books to command public interest in circulating them; hence many of the states subsequently passed statutes providing for township libraries. As I have said before, the present Township library law, enacted in 1879, under which many flourishing libraries are organized, is inoperative in most townships because it is impossible to arouse public sentiment enough to raise the requisite \$1000. It is desirable, therefore, to embody in our bill a provision for the establishment of these township libraries when, after 25 voters have requested it, the question has been put to vote and is carried by the majority of the voters in any township. Thereafter the township trustee shall annually levy a tax of 2 per cent on each \$100 of taxable property in the township for the establishment and support of such a library, which shall be free to all the inhabitants of the township. A township library board of three persons should be appointed by the circuit judge. Women should have representation on these boards.

When such legislation as I have indicated shall have been secured, the state will have made a signal advance, for the increased intelligence of her great body of citizens will put her in the first rank of progressive states. There must be a hearty coöperation of all interested; personal considerations must be subserved to the larger interests of the state. Having agreed on the essentials of a good library law, the best way to secure what we need is to ask for it.

J. R. Voris, trustee of the Bedford public library, read a most excellent paper on the topic. It was from the standpoint of one who had familiarized himself with conditions by experience in starting a library and careful study of the subject, and moreover from a practical business man of affairs.

It is an unfortunate fact that the great majority of the people of our state have not yet reached the point where they recognize the need for free libraries. Such a recognition will only come after they are established. Electric lights

are not missed in a city that is accustomed to dark streets; but let the plant be once established, the first breakdown in the machinery causes general inconvenience and a realizing sense of what the city has missed heretofore. The fact that the public is disinterested does not argue against the righteousness of the cause. The public will be interested and will applaud our efforts after it has realized the benefits to be derived from their fruits. It is necessary, then, that we unite on some measure that we all feel will be a success.

An examination of our present library laws will convince one that our former legislatures have not been uninterested in this subject. On the other hand, they have shown a sufficient interest to formulate several very poor library laws. They have failed to observe the old copy-book maxim: Be sure you're right, then go ahead, and it behooves us not to follow in their footsteps.

The present library laws of Indiana are intended to provide for the establishment of several kinds of libraries, viz., the city and town, the county, the township, and the stock company. The same general objection applies to all—impracticability. The law provides that in incorporated towns and cities the school board may establish a library and levy an annual tax of $\frac{1}{3}$ of a mill on the dollar for its support. My first and chief objection to the present law is that it connects the library with the public schools, and places it under the management of the school board. The library is an educational institution; but it should not be made a part of the school system. The functions of the library and the school are collateral to a certain point; they are not identical. That of the school stops at the graduation of the pupil; that of the library is continuing. The young do not have to be persuaded to read, they will hunt the library; unfortunately the library has to hunt their elders. It must hunt them by providing for them literature that a school library will not furnish.

Further, the board of school trustees would rarely make an ideal, or even a fairly good library board. In the first place, the burdens which they have already assumed are sufficient to exhaust their spare moments; secondly, their interests, naturally and properly, are with the schools, and the schools get the lion's share, not only of their time and attention, but of their money. It is usually the case, even where there is no library to support, that the school board is hampered by a want of funds, and a library that must depend upon their tax levy for support will assuredly suffer. In the third place, politics has always cast its baneful influence on the school board; and, finally, and unfortunately, the average school board usually possesses very little qualification for the duties they are originally intended to perform, much less do they possess them for the work of a library board.

Mr Voris reviewed the other provisions for library facilities, pointing out their weaknesses. Told of the success of the work in establishing a library at Bedford, but of the lack of means to keep it going; showed why he opposed the State library as the center from which to send out traveling libraries; pointed out that the township unit was too small to adequately support a good library; outlined a plan for a strong central county library, which should be a distributing center for the traveling libraries through the townships and districts, with a sufficient tax for the support of the same. He advocated giving any corporation the power to levy a tax for a library when a majority of voters have voted in favor of it.

A paper presenting the subject from the side of a public school-teacher was presented by Kittie E. Palmer, of Franklin. She said in part: To the teacher of the present, whatever his position, the library has come to be an essential in educational work. Education is the getting away from text-book knowledge and authority of one to the experience drawn from the knowledge and authority of the many, and the opening of the whole field of scientific, historical, and

literary culture. This calls into use the laboratory and library. This fact established, the school system of Indiana is making a demand on teachers and students, which can be met successfully only in the possession of good library resources, and the demand would be greater were the facilities for work greater. The requirements in English history, and other lines, for entrance into the higher institutions of learning, demand the possession or access to many books. To meet these demands, Indiana needs a library system as fully organized and under as careful supervision as the school system itself. As there are provisions by law for state, city, and township schools, there should be facilities for a large usefulness of the State library, the establishment of more numerous and better equipped city libraries and provision for township libraries. The state library should have the power to loan certain of its books to local libraries, who would be responsible for the care and return of such books, the borrower paying all charges. Such a plan would allow the student to examine in the local library the highest authority on the subject, and make the state library a power in educational work.

In regard to the law for city and town library it should be revised so that instead of the law being optional in the hands of the school board it should make both establishment and taxation for maintenance obligatory. This would give a uniform system of city libraries for the benefit of the public schools. It is absolutely impossible to do efficient work in high schools without library facilities.

I believe these libraries should be held in close connection with the school system; that they be libraries for the school open to the public rather than libraries for the public open to the schools. Children in the grades and in rural communities need the personal supervision of the teacher in their reading. I believe more people will be successfully reached through the children than by any other way.

It would be a good thing if a law were passed requiring the state librarian to put into these libraries all state reports and documents. These reports furnish a vast fund of scientific and historical knowledge. I do not know how to obtain this information other than to educate the constituency which supports legislators. If the teacher is alive to the needs of the schools, if he makes known these needs to the students, it will lead to effectual work in supplying them.

Miss Palmer's paper was followed by the report of the committee on library legislation, given by A. Faurot. He said they had tried to meet with the committee from the clubs, but had not been able. A bill embodying the following points would be presented to the legislature as the wishes of the Indiana library association. It was not what the committee wanted, but was a compromise:

- 1) A public library commission of three members is to be created; the state librarian is to be a member, and the secretary; the other two members are to be appointed by the governor, each for a term of four years. Such commissioners are to serve without compensation. The law as to the state library board, and the appointment of the state librarian, is to remain as at present.

- 2) Four thousand dollars is to be appropriated for the purchase of books and equipment for traveling libraries, which are to be kept separate from the other books of the state library, and are to be loaned to local libraries, literary or other clubs, agricultural or other societies, grange, college, seminary, university extension center, study circle, or other associations, on furnishing satisfactory security, and complying with the rules and regulations of the public library commission.

- 3) One thousand dollars is to be appropriated annually for clerical assistance and other expenses made necessary by the act.

- 4) On written petition of 25 voters the question of a township library shall be submitted to the voter at any township election. If a majority of votes on the question are in favor of the library, a tax of one-fifth of a mill on the dollar is to be levied and collected for such library.

- 5) Township library boards are to be established, composed of the township trustee and two residents of the township, one of whom shall be a woman appointed by the county superintendent. Such board shall have charge of the library, and shall serve without compensation.

The adoption of the motion to make

this the view of the association brought up a heated discussion among those entitled to speak.

Miss Hoagland spoke for those who wished a separate organization, apart from school control, for the libraries of the state, holding they were of sufficient importance to have an organization of their own.

Mr Stutesman followed in the same strain, pointing out the little regard that is paid to libraries and their needs by school trustees.

Mr Rabb, as a member of the Commercial club, criticised the lack of provision for supervision as presented in the bill.

Mr Faurot said they would be under the supervision of the school authorities, and it was a well-known fact that the best libraries were those controlled by schools.

Mr Cunningham of the State normal school said the club women are apt to think they can manage things a little better than anyone else. Libraries never amounted to anything until the schools took hold of them. All over the country they were springing up now under the fostering interest of schools. The idea that they are sources of recreation and amusement is being relegated to the rear, and they are being made educational institutions. There is no need of a commission where the libraries are growing very nicely under school management.

Mr Dunn cautioned against legislation along local lines or wishes, and advised a wide survey of the whole question from the standpoint of the whole state. There had already been obnoxious legislation on account of local conditions. He spoke approvingly of the plan as outlined by Mr Voris. After some further discussion, a vote on the adoption of the report of Mr Faurot stood five in favor and four against it, and it was declared adopted.

Miss Jones, of the State normal school, reported the nomination of the following officers: President, W. E. Henry, state librarian; vice-president, A. Faurot, Terre Haute; secretary, Belle S.

Hanna, Greencastle; treasurer, Jessie Allen, Indianapolis; member of executive committee, Jennie Jessup, Laporte.

Mr Cunningham, of the State normal school, moved to substitute Miss Swan, of Purdue university, as a member of executive committee, and after the adoption of the motion the list as it stood was declared elected.

The secretary announced that a meeting to discuss library methods would be conducted in the afternoon and the meeting adjourned. There were but three persons present in the afternoon, however, and no session was held.

Medical Section in the Indianapolis Public Library

Indianapolis, in addition to a large corps of medical men, has several medical colleges. A few years ago the Indiana medical college burned, and with it the Bobb's medical library, a fine library, at the disposal of the public, and in connection with the Bobbs' free dispensary. Since then no medical library to amount to anything has been collected.

Last June Dr George W. Sloan went before the Marion county medical society and laid before them a plan for the establishment of a medical reference library at the public library. Doctors were to be asked to donate books which were to be at the disposal of all schools, the library to own them. This was heartily responded to by the doctors not only of Indianapolis, but by many physicians throughout the state, the result being a working collection of 3357v.

The most valuable donations are the journals, many of which are complete. More than 900 books were given by Mrs Parvin from the library of the late Dr Theophilus Parvin of Philadelphia, formerly of Indianapolis.

The files of journals entirely or practically complete are as follows: London lancet, American journal of medical sciences, Journal of the American medical association, Medical record, New York medical journal, Medical news, Journal of experimental medicine, Johns

Hopkins bulletin, Western lancet, Cincinnati lancet and observer, Cincinnati clinic, Cincinnati lancet-clinic, Berliner klinische wochenschrift, Archives of pediatrics, Therapeutic gazette, Indiana medical journal, Medical monitor, American journal of obstetrics and gynecology, American journal of pharmacy, American microscopical journal, Annals of surgery, Journal of laryngology, Journal of cutaneous and genito-urinary diseases, Laryngoscope, Journal of applied microscopy.

The aforementioned journals, together with the British medical journal, the Sanitarian, Medicine, and the Medical century, make a total of 30 journals, most of which have been subscribed for out of the Lilly fund.

The Lilly fund is the gift of the late Col. Eli Lilly, who left by will a sum, the income of which is to be expended in medical periodicals annually.

As an indispensable convenience in searching the literature thus placed at command, the librarian has purchased a set of the Index medicus.

On the night of Nov. 1, 1898, the Marion county medical society met by invitation at the public library. A paper was read by Dr Wynn, giving an account of what had been done, and speeches were made by Dr G. W. Sloan and the librarian on behalf of the library, and by Drs Morgan, W. B. Fletcher, Maxwell, and Thompson on behalf of the medical society. The library was then visited. The doctors expressed themselves delighted with the collection and the manner in which it had been arranged by the public library.

The following night the medical students were invited from the different colleges and responded in large number, and have become regular visitors since.

The Budget commission of France has increased the appropriation for the National library from 400,000 to 800,000 francs for the enlargement of the building, which has already been begun on a large scale. There will be a new reading room and a newspaper hall

News from the Field

East

Lucy Wadhams has been elected librarian at Meriden, Conn.

The Torrington (Conn.) public library has received \$12,000 by the will of the late Lauren Wetmore.

The Boston public library has received a gift from Mrs Robert Louis Stevenson of 24 original woodcuts made by Stevenson himself years ago, for quaint little toy books, which he also printed himself with the help of his stepson, Lloyd Osbourne.

The Boston public library is increasing and rearranging the space allowed for the administration departments, and also the part allotted to the public. Other important improvements will be made in the heating and ventilating apparatus, and in the transfer and elevator systems.

The library of the University of Vermont at Bennington has been increased the past year by the addition of about 3000v. and 2100 pamphlets. The total number of volumes on its shelves is over 5500. Among the additions of the past year is the library of L. E. Chittenden, of New York, comprising 2600 titles, mostly matter pertaining to the early history of Vermont.

Arthur Mason Knapp, librarian of Bates hall in the Boston public library for 24 years, died December 29. His long service in the library, where he always gave of his best in a courteous, kindly manner, and by his patience and culture winning warm friends among those who visited the library, made him a valuable member of the library staff, and he will be greatly missed.

Yale university has received a gift of several hundred valuable German works from Dr A. L. Ripley, of Andover, Mass. The works donated comprise the best dictionaries of German literature of all periods, many historical German grammars, a large number of texts from early German literature, valuable monographs on philology and

literature, and standard editions of the modern classical German authors. This includes a complete set of Kursehener Deutsche National literatur, containing over 200v. of the best edited texts from all periods of German literature.

Oscar A. Bierstadt, of the New York public library, has been chosen as a successor to the late A. M. Knapp, of the Boston public library. Mr Bierstadt has been in the Astor library for 25 years. The position which he held there as reference librarian was almost similar to the Bates Hall place. He is an expert in knowledge of books and in teachers' knowledge. He has an excellent command of English, French, German, Italian, and Spanish, and is one of the best Dutch scholars in the country.

Central Atlantic

A public library was opened in Frederick, Md., December 30, with a reception to the citizens.

Frances B. Hawley, Pratt '97, has resigned her position at the Milwaukee public library and returned to the East to work upon the new American catalog.

Andrew Carnegie has offered \$250,000 to build a public library building for Washington City, provided Congress will furnish a site and provide for its maintenance.

George A. Armour has given \$10,000 to found a classical department in the Princeton university library, and will also give \$2700 a year for the next three years for its support.

An exhibition of antique, European and oriental textiles was held at Pratt institute January 5-31. There was also a very interesting collection of dolls gathered from many parts of the world, about 60 in number, lent to the library by Annie Fields Alden.

John Russell Young, librarian of the Congressional library at Washington, died at his residence in that city January 17, after an illness of several weeks. Mr Young's greatest reputation was

gained from his career as a newspaper man, being a leading journalist for many years. President McKinley appointed him librarian June 30, 1897, since which time he had been very actively interested in making the vast collection under his charge available to seekers after information, and had laid many plans for enlarging the usefulness of the library. He was 58 years old at the time of his death.

Central

Galesburg, Ill., is to have a new \$50,000 library building this year.

Louise Foss has been appointed librarian in the public library of Tiffin, Ohio.

Phebe Parker has been elected librarian of the Sage library at West Bay City, Mich.

F. W. Johnson, of New Ulm, has been appointed State librarian of Minnesota by Gov. Lind.

The public library of South Bend, Ind., is being reclassified on the D. C., and a card catalog will be made.

Mrs Ada L. North, for many years actively identified with effective library work in Iowa, died January 8, at Des Moines.

Mrs Colborn, a member of the training class at the Case library in Cleveland, is reorganizing the library at Painesville, Ohio.

Helen T. Guild has resigned her position in the Fort Wayne (Ind.) public library to take a position in the University of Indiana library at Bloomington.

Kenosha, Wis., has received a gift of \$100,000 for a new public library building, and an order for 25,000 books from ex-mayor Z. G. Simmons as a memorial to his son.

J. D. Witter has given \$500 to the public library of Stevens Point, Wis. No conditions are attached to the gift. The city council recently appropriated \$1000 for the library.

An effort is being made to build up a library at the college in Defiance, Ohio, and all alumni and friends of the school are asked to contribute money, books, or magazines.

The statistics of the use made of the St Louis public library show a large increase, and the past year is the most prosperous in its career, and there is pressing need for larger quarters.

The report of the Public school library of Columbus, Ohio, shows 33,449v. in the library, and a total issue of 247,213v., of which 193,695v. were to juveniles. The age limit in this library is abolished. Three new branches have been opened the past year.

The annual report of the commissioners of the Ohio State library shows that during the year 5238v. have been added to the books in the library. The financial statement shows as follows: Books and periodicals, \$3758.44; traveling libraries, \$4000; librarian's salary, \$1500; assistant librarian's salary, \$1200; stenographer's salary, \$720; contingent expenses, \$2086.61; repairs and furniture, \$283.09; carpets, \$303.18; commissioners, \$180.

The McClymonds library at Massillon, Ohio, opened to the public Monday, January 2, with a delightful reception. More than 1200 people visited the library during the afternoon and evening. Ferns and other potted plants were placed here and there and bright fires burned in the reading and children's rooms. The latest newspapers and periodicals were displayed in their proper cases, and in the book room the well-filled stacks, shelves and tables gave promise of the pleasure and profit in store for the future patrons of the library. Members of the board of trustees and the three librarians, Miss Leavitt, Miss Folger, and Miss Dieterich, were ready to answer questions and give any desired information, and in the large crowds, which were present almost constantly, there was no lack of sociability.

Mrs Harriet A. Tenney who was connected with the Michigan state library for 30 years previous to 1891, being state librarian for the last 20 years of that period, died at Lansing Friday evening, aged 65 years. Mrs Tenney was one of the best known residents of Michigan.

West

A recommendation has been made to the legislature of the state of Washington for an appropriation of \$200 for each institution under the control of the state, to be used for the purchase of books for the library of the same.

The annual report of the Omaha public library shows that the home circulation of books decreased over 3000v. last year, while the reading room visitors and reference room users show a large increase. This state of affairs was probably due to the Trans-Mississippi exposition.

South

After a very warm contest before the State legislature, Jennie Lauderdale, of Dyersburg, was elected State librarian of Tennessee, to succeed Pauline Jones, who was defeated for the nomination by Miss Lauderdale.

The report of the Howard memorial library at New Orleans shows number of visitors last year 23,951, of which number 9882 were readers of books, 9118 read periodicals, and 4951 were visitors and encyclopedia readers.

Foreign

William Morris' library, recently sold at auction in London, brought nearly \$55,000 for 1215 lots.

Andrew Keogh, for many years the efficient sub-librarian of the Newcastle-upon-Tyne public library, has gone to Chicago to accept a position as library expert with a firm of booksellers. Mr Keogh was the recipient before leaving of numerous testimonials of esteem by leading citizens of Newcastle. He was also presented with a gold watch by the librarian and staff of the public library.

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